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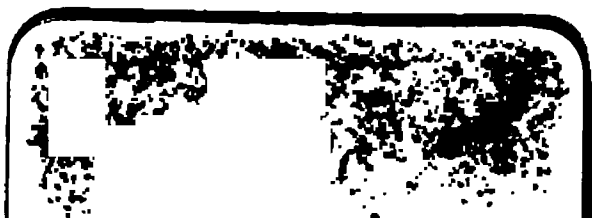
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Per. 26174 d.  $\frac{42}{1868}$



American Girls







**EIGHTY-FIRST**

**ANNUAL REPORT**

**OF THE**

**REGENTS OF THE UNIVERSITY**

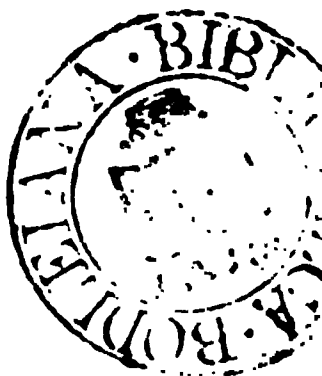
With respects of

JOHN V. L. PRUYN.

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MADE TO THE LEGISLATURE FEBRUARY 28, 1868.

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**ALBANY:**  
**VAN BENTHUYSEN & SONS' STEAM PRINTING HOUSE.**  
**1868.**





# State of New York.

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No. 49.

IN SENATE,

February 28, 1868.

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**EIGHTY-FIRST ANNUAL REPORT  
OF THE REGENTS OF THE UNIVERSITY OF THE STATE  
OF NEW YORK.**

**UNIVERSITY OF THE STATE OF NEW YORK:**

OFFICE OF THE REGENTS, }  
ALBANY, *February* 28, 1868. }

**To the Hon. STEWART L. WOODFORD,**

*President of the Senate :*

Sir—I have the honor to transmit the Annual Report of the  
Regents of the University, as required by law.

I remain, very respectfully,

Your obedient servant,

**JOHN V. L. PRUYN,**

*Chancellor of the University.*



# REPORT.

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*To the Legislature of the State of New York :*

The Regents of the University, in obedience to law,  
respectfully submit their

## EIGHTY-FIRST ANNUAL REPORT.

### BOARD OF REGENTS.

The Board is at present composed of the following  
members :

|   |                      |
|---|----------------------|
| Reuben E. Fenton, <i>Governor.</i>                  | } <i>Ex officio.</i> |
| Stewart L. Woodford, <i>Lieutenant-Governor.</i>    |                      |
| Homer A. Nelson, <i>Secretary of State.</i>         |                      |
| Victor M. Rice, <i>Sup't of Public Instruction.</i> |                      |

|                                 |                  |       | Appointed. |
|---------------------------------|------------------|-------|------------|
| Gulian C. Verplanck, LL. D...   | New York ....    | Jan.  | 26, 1826.  |
| Erastus Corning .....           | Albany .....     | Feb.  | 5, 1833.   |
| Prosper M. Wetmore .....        | New York ....    | April | 4, 1833.   |
| Gideon Hawley, LL. D .....      | Albany .....     | Feb.  | 1, 1842.   |
| John V. L. Pruyn, LL. D. ....   | Albany .....     | May   | 4, 1844.   |
| Robert Campbell .....           | Bath .....       | Feb.  | 2, 1846.   |
| Samuel Luckey, D. D. ....       | Rochester ....   | May   | 6, 1847.   |
| Robert G. Rankin .....          | Newburgh ...     | Sept. | 22, 1847.  |
| Erastus C. Benedict, LL. D. ... | New York ...     | March | 22, 1855.  |
| George W. Clinton, LL. D. ....  | Buffalo .....    | March | 6, 1856.   |
| Isaac Parks, D. D. ....         | Whitehall ....   | April | 7, 1857.   |
| Lorenzo Burrows .....           | Albion .....     | Feb.  | 16, 1858.  |
| Robert S. Hale .....            | Elizabethtown.   | March | 29, 1859.  |
| Elias W. Leavenworth .....      | Syracuse .....   | Feb.  | 5, 1861.   |
| J. Carson Brevoort .....        | Brooklyn ....    | Feb.  | 5, 1861.   |
| George R. Perkins, LL. D. ....  | Utica .....      | Jan.  | 30, 1862.  |
| Alexander S. Johnson, LL. D..   | Albany .....     | April | 12, 1864.  |
| George W. Curtis, LL. D. ....   | N. Shore, S. I.. | April | 12, 1864.  |
| William H. Goodwin, D. D. ...   | Clifton Springs  | Jan.  | 24, 1865.  |

## ANNUAL MEETING.

The Statute directs that there shall be an annual meeting of the Regents of the University, on the evening of the second Thursday in January in every year, at the Senate Chamber, in the Capitol.

At the annual meeting, held pursuant to the Statute, on the 9th day of January, 1868, the following members were present:

*The Chancellor, Mr. Pruyn.*

*The Governor, Mr. Fenton.*

*The Secretary of State, Mr. Nelson.*

*The Superintendent of Public Instruction, Mr. Rice.*

Mr. Corning,

Mr. Hale,

Mr. Wetmore,

Mr. Leavenworth,

Mr. Benedict,

Mr. Brevoort,

Rev. Dr. Parks,

Mr. Perkins,

Mr. Burrows,

Mr. Johnson.

The Board was organized for the year 1868, by the re-election of

John V. L. Pruyn, *as Chancellor.*

Gulian C. Verplanck, *Vice-Chancellor.*

Samuel B. Woolworth, *Secretary.*

Daniel J. Pratt, *Assistant Secretary.*

## STANDING COMMITTEES.

The Standing Committees of the Board for the year 1868, are as follows:

*On the Incorporation of Colleges and Academies:*

The Chancellor,

The Secretary of State,

Mr. Verplanck,

Mr. Benedict,

The Lieutenant Governor,

Mr. Hale,

Mr. Johnson.

*On the State Cabinet of Natural History:*

The Governor,

Mr. Brevoort,

Mr. Corning,

Mr. Johnson,

Mr. Clinton,

Mr. Burrows,

Mr. Campbell.

*On the State Library:*

|                          |              |
|--------------------------|--------------|
| The Chancellor,          | Mr. Johnson, |
| The Lieutenant Governor, | Mr. Wetmore, |
| The Secretary of State.  | Mr. Curtis,  |
| Mr. Perkins.             |              |

*On the Instruction of Common School Teachers:*

|   |                 |
|---|-----------------|
| The Superintendent of Public Instruction, |                 |
| Mr. Wetmore,                              | Mr. Rankin,     |
| Rev. Dr. Luckey,                          | Rev. Dr. Parks. |

*On the Distribution of the Literature Fund:*

|               |                  |
|---------------|------------------|
| Mr. Hawley,   | Mr. Leavenworth, |
| Mr. Benedict, | Mr. Burrows,     |
| Mr. Rankin.   |                  |

*On Appropriations for the Purchase of Books and Apparatus:*

|                   |              |
|-------------------|--------------|
| Mr. Corning,      | Mr. Wetmore, |
| Rev. Dr. Goodwin. |              |

*On the Annual Report:*

|               |                  |
|---------------|------------------|
| Mr. Benedict, | Mr. Brevoort,    |
| Mr. Perkins,  | Mr. Leavenworth, |
| Mr. Clinton.  |                  |

*On the Visitation of Colleges and Academies:*

|   |                 |
|---|-----------------|
| The Chancellor,                           |                 |
| The Superintendent of Public Instruction, |                 |
| Rev. Dr. Luckey,                          | Mr. Hale.       |
| Mr. Curtis,                               | Rev. Dr. Parks, |
| Rev. Dr. Goodwin.                         |                 |

The following is an abstract of the most important business transacted at the several meetings of the board during the past year :

*January 10, 1867.*

Applications for the incorporation of "The Red Creek Union Seminary," and "The Williamsville Academy," were granted, and the academical departments of the Attica Union School, the Elizabethtown Union Free School, the Forestville Union Free School, and the West-



port Union Free School, were received under the visitation of the Board.

The Superintendent of Public Instruction, as chairman of the standing committee on the instruction of teachers' classes in Academies, submitted a report, accompanied by a schedule of appropriations recommended to be made to the several academies which had given such instruction during the academic year 1865-6.

The report was adopted, and the schedule was ordered to be certified and delivered to the Comptroller.

The standing committee on incorporations made a report in respect to the debts of those academies to which the ordinance of January 15, 1857, at present applies, from which it appeared that the requirements of the said ordinance have in each case been fully complied with.

The standing committee on the distribution of the Literature Fund, submitted a report, showing what academies have failed to make the returns required by law and by the ordinances of the Regents, with the reasons so far as ascertained, for such failure; also, the number and character of the annual reports which have been received for the academic year 1865-6; the practical workings of the system of written preliminary academic examinations recently instituted, and the propriety of allowing, in addition to those who have passed the written examination, those also who have been reported and allowed in former years. After a full consideration of the statements of the committee, it was ordered that the schedule of distribution be made on scholars who have passed the preliminary examinations instituted by the Regents, and also on those who, though not having passed the said examination, have been reported and allowed in former years.

The committee also made a statement in regard to the

financial condition of the Monticello Academy, and recommended the suspension of the payment of a distributive share of the Literature Fund, "until the sense of the Legislature be taken as to the real intent and meaning of the act incorporating said academy, in respect to its being entitled to a share of the Literature Fund, while its academy lot and building remain, as they now are, private property."

This portion of the report of the Committee having been considered, the following resolution was unanimously adopted:

*Resolved*, That, in the opinion of this Board, the provisions of chapter 652, of the Session Laws of 1865, do not exempt the Monticello Academy from compliance with the provisions of the general statute, as a condition of receiving a distributive share of the Literature Fund.

The annual reports of the Court of Appeals' Libraries, at Rochester and Syracuse, were submitted and referred as usual to the resident Regents of those cities respectively.

The Chancellor announced that the remains of a Mastodon had recently been discovered at Cohoes, and that measures had been taken by the Standing Committee on the State Cabinet, and by the Curator, Prof. Hall, to secure their complete excavation, and their transfer to the State Cabinet of Natural History. He also submitted a letter from Mr. Alfred Wild, of this city, in behalf of the Harmony Mills company of Cohoes, presenting the skeleton to the Cabinet, on condition that the same be mounted within six months. A copy of the letter was ordered to be entered on the minutes, and due acknowledgment to be made to Mr. Wild, with assurance that the donation is accepted by the Regents on the condition above stated.

The standing committee on the State Cabinet reported that on full consultation they had agreed to expend in

further excavations a sum not exceeding seven hundred dollars, out of the appropriation for the Cabinet, in the hope of finding certain missing parts of the Mastodon, which it was believed remain in the vicinity of those already discovered.

This act of the committee was approved by the Board.

In view of a proposition from the family of the late Dr. Augustus A. Gould, of Boston, to sell to the State Cabinet, for the sum of \$6,000, the very large and valuable collection of shells made by Dr. Gould, a resolution was adopted authorizing the Committee on the Cabinet to apply to the Legislature for the immediate appropriation of \$6,000 for the purchase of the collection above referred to.

A resolution was also adopted declaring that, in the judgment of the Regents, \$3,500 is a suitable salary to be paid to the Curator of the State Cabinet of Natural History, provided his entire time is devoted to the duties of his office, and a course of free lectures is given, under such regulations as the Regents may establish.

*January 11.*

The standing committee on appropriations for the purchase of books and apparatus, submitted a report relative to the balances of appropriations made in former years and not yet accounted for, and also presenting a list of applications from various academies for similar appropriations, the aggregate of which was in excess of the amount at the disposal of the Regents. The committee recommended that a discrimination be made in favor of those academies which have previously received less amounts than others, in pursuance of the ordinance in such cases made and provided, which was agreed to, and a schedule of appropriations prepared in conformity therewith, was

ordered to be duly authenticated and delivered to the Comptroller.

The report of the Curator of the State Cabinet for the year 1866, was submitted and referred to the standing committee on the State Cabinet, for such use as they may deem proper in connection with the Annual Report of the Regents on the condition of the Cabinet.

Mr. Clinton, from the same committee, submitted a statement in regard to the Herbaria of the State collection, which was read and ordered to be entered on the minutes.

The Superintendent of Public Instruction, in behalf of the Executive Committee of the State Normal School, submitted their Annual Report for the year 1866, which was read and ordered to be communicated to the Legislature.

The standing committee on the Annual Report, submitted a draft, which was read, and having been considered and amended, was recommitted with power to perfect and transmit the same to the Legislature.

The following resolutions were adopted:

*Resolved*, That the Legislature be respectfully requested to amend section four of the act, chapter 471 of the Laws of 1855, so that copies of and extracts from all records, books, papers, documents, files and manuscripts in the possession or custody of the Regents, as such, or as Trustees of the State Library or otherwise, duly authenticated, may be used and read in evidence in all courts and places in this State, with the same force and effect as the originals might be, if produced.

*Resolved*, That this Board recommend to the Legislature, that the law in regard to the distribution of public money among the academies, be amended so as to authorize the Regents to apportion the same on the basis of average daily attendance.

The draft of an ordinance prepared by the committee on incorporations, pursuant to the instructions of the

Board and the request of the Trustees of the Union College, amending the charter of said college so that the president shall hereafter hold his office at the will and pleasure of the board of trustees, was adopted.

Reports on the visitation of colleges and academies during the past year, were submitted by various members of the board and placed on file.

A blank copy of the certificate of academic scholarship, recently prepared under the direction of the Chancellor and the Secretary, was submitted and approved by the board.

*April 9.*

An application for the incorporation of the Deposit Academy, in the village of Deposit, Broome county, was received and granted.

An application for an amendment of the charter of the DeRuyter Institute, in respect to the mode of appointment and the tenure of office of its board of trustees, to the end that certain endowment and other funds may be secured, was received, and an ordinance for carrying the amendment asked for into effect was ordered to be issued.

On the nomination of the State Medical Society, the honorary degree of Doctor of Medicine was conferred on John Van Ness, M. D., of Brooklyn.

An application from Dr. A. Heermance Smith, U. S. A., for a duplicate copy of his diploma, originally conferred upon him as a graduate of the College of Physicians and Surgeons, on the 14th of October, 1858, and since accidentally lost, was received and granted.

A report from the trustees of the New York College of Dentistry, incorporated by the Legislature, March 31, 1865, was received and read; also, an application from the said trustees asking that the degree of Doctor of Den-

tal Surgery, and the honorary degree of Fellow of the College of Dentistry, may be conferred upon certain persons named therein.

Under the authority of the fifth section of Chap. 264 of the Laws of 1865, the Regents consented that the degree of Doctor of Dental Surgery be conferred upon the persons recommended, the same being graduates of the session of 1866 and 1867. The Regents further declared, that, in their opinion, they have no power under the statute to confer the honorary degree of Fellow of the College of Dentistry.

An application from Hon. Platt Potter, the Librarian and one of the trustees of the Law Library of the Fourth Judicial District, established at Schenectady, under the provisions of Chapter 882, of the Laws of 1866, asking for certain duplicate volumes from the State Library for the use of said Law Library, was received and referred to the standing committee on the State Library, with power.

The standing committee on the distribution of the Literature Fund, to whom an application from the trustees of the Jefferson County Institute for relief had been referred with power, reported that in their opinion the relief asked for could not properly be granted.

Sundry resolutions adopted by the University Convocation, at its anniversary held in August, 1866, recommending certain measures for the action of the Board of Regents, were referred to the Chancellor and the Secretary, with power.

The standing committee on the State Cabinet was authorized to perfect the Annual Report of the Regents on the condition of the Cabinet, and to transmit the same to the Legislature.



*August 6, 1867.*

The academical department of the Union Free School of the village of Sherburne, in the county of Chenango, was received under the visitation of the Board.

*August 8.*

On the recommendation of the standing committee on the instruction of common school teachers, certain academies were appointed to instruct teachers' classes during the academic year 1867-8.

This session, and that of the 6th inst., were held at the time of the University Convocation, whose fourth anniversary occurred on the 6th, 7th and 8th instant.

*September 3.*

The following minute in regard to the recent anniversary of the University Convocation, was ordered to be entered on the records of this meeting of the Board:

The fourth anniversary of the University Convocation of the State of New York, was held at the lecture room of the State Agricultural Society, in the city of Albany (the Assembly Chamber of the Capitol being occupied by the Convention for revising the Constitution), on the 6th, 7th and 8th days of August, 1867. The sessions were attended by one hundred and twenty-five representatives of sixty academies and nineteen colleges of this State, and three colleges of other States,—this being a larger attendance, and from a greater number of institutions, than has been present at any former anniversary. The proceedings were of great interest, and will, it is believed, have an important bearing upon the cause of education, and prepare the way for still larger and more useful meetings of the Convocation during subsequent years.

The Chancellor stated that the Legislatures of this State and Pennsylvania have made joint provision for renewing and replacing the monument on the shore of Lake Erie, which, at that point, marks the boundary line between the two States, the execution of which, on the part of this

State, has been entrusted to the Regents, and, on the part of Pennsylvania, to the Surveyor-General of that State.

The Chancellor also laid before the board a copy of a special report communicated to the Legislature by the officers of this Board, on the 18th day of April last, in regard to the preparation of a general historical sketch of the several boundary lines of the State (see Senate document No. 18), which was approved by the board; also, a certified copy of a resolution adopted by the Senate on the 19th of April, 1867, authorizing an examination into the condition of the various monuments which mark the several boundaries of the State, and to procure and put in form such historical information in regard to said boundaries as they may deem proper, under certain limitations as to expense.

The Chancellor, Mr. Perkins and Mr. Johnson, were appointed a committee to carry out the purpose of the Legislature in regard to the monument on Lake Erie, and that of the Senate, in reference to other monuments and the proposed historical sketch.

In view of the fact that sundry petitions have been presented to the Convention for revising the Constitution of the State, now in session in this city, asking that provision be made "whereby the corporation known as the Regents of the University may cease to exist," the board appointed a committee consisting of the Chancellor, Mr. Johnson, Mr. Perkins, Mr. Benedict and Mr. Rankin, to prepare a communication to the Convention, in reply to the allegations contained in the petition referred to. [This communication constitutes Convention document No. 157].

## COLLEGES AND ACADEMIES.

The institutions subject to the visitation of the Regents, and which are required to make annual reports in relation to their property and system of instruction and discipline, are,

I. Literary Colleges.

II. Medical Colleges.

III. Academies.

Lists of all the colleges and academies which have been incorporated within the State, by either the Legislature or the Regents, with the location and date of incorporation of each, will be found on pages 261–280 of the Appendix to this report.

*Colleges.*

Reports for the collegiate year 1866–7 have been received from all the colleges in operation, and are included in the Appendix to this report.

The aggregate number of students in general literature and science, in the several colleges reporting for the collegiate year ending at periods between July and December, 1867, was 2,237, being an increase of 361 from the number reported in 1866.

The number of medical students in attendance for the same year, was 914, being an increase of 125 from the number reported in 1866.

The following table exhibits the comparative condition of the institutions reporting during the last five years :

| Collegiate year. | Literary Colleges. | Medical Colleges. | Total. |
|------------------|--------------------|-------------------|--------|
| 1862–3 . . . . . | 1,306              | 854               | 2,260  |
| 1863–4 . . . . . | 1,527              | 836               | 2,363  |
| 1864–5 . . . . . | 1,494              | 980               | 2,474  |
| 1865–6 . . . . . | 1,876              | 914               | 2,790  |
| 1866–7 . . . . . | 2,237              | 1,039             | 3,276  |

It thus appears that the number of students in the colleges is annually increasing, and the annual reports here-

with submitted show that there is a steady advance in the subjects, means and character of the instruction, and in the standard of scholarship. The students have been stimulated to diligence in their studies by the increasing interest in their success on the part of their teachers; by an earnest competition for prizes and scholarships, which are established in nearly all the colleges; by more rigid examinations as tests of their standing; and, perhaps, most of all, by an improved public sentiment, which looks with positive disfavor upon inefficiency, indolence and consequent deficiency in scholarship in those who have enjoyed the advantages of the highest forms of liberal education.

The pecuniary condition of the colleges is improving principally through individual liberality, in the endowment of professorships and the establishment of free scholarships. A growing disposition among men of wealth to devote their property to the advancement of liberal education is exhibited. Within a few years, two individuals who have accumulated large fortunes by their own industry and sagacity, have each given large funds to found new colleges, while others have set apart liberal funds for specific purposes in existing colleges; and it may be confidently expected that as individual wealth increases, the disposition to devote it to high educational purposes will find larger expression. The Regents cannot but regard this noble liberality with lively interest, and while it is not for them to direct the channels in which it shall flow, they will suggest that gifts may well be made in such a way, and on such conditions, as to awaken talent which might otherwise be undeveloped, and to subject it to the ordeal of an equitable but earnest and even severe competition. These gifts may be made to operate on both acade-

mies and colleges, by advancing to the latter those who have best improved the advantages of the former. Foundations liberally provided in the colleges and awarded on fair and open competition, would raise the standard of scholarship in the academies, stimulate the efforts of teachers, and secure to the colleges young men of a higher order of talent.

The colleges of this country were originally founded on the scholastic system on which those of the old world were based. The influence of scientific discovery and the imperative demands of a more active and enterprising age, have gradually exerted a modifying influence on that system. It is vain to resist demands for changes which grow out of the positive necessities of the age. These demands have been felt and regarded in some of the oldest and best furnished colleges of the country. The prescribed course of study has so far yielded to the pressure of these demands, that the student is permitted to select the studies to which his taste inclines him, or which will better fit him for the probable future of his life. Certain classes of studies are of the highest utility for mental discipline, and must always be insisted on as indispensable. The Mathematics must furnish their exact methods. The Latin and Greek languages must continue to open the treasures of ancient learning. Philosophy in its broadest sense must exercise the logical powers. All these are necessary for discipline and culture; but they do not constitute all of education, nor are they alone disciplinary. Whatever leads to the study of relations, and to logical deductions from them, in mathematics, language, philosophy, science or art, develops the intellect and subjects its powers to discipline.

In accordance with these views, the Regents regard with gratification the larger introduction of scientific instruction

into the colleges of the State. Nearly every college is provided with cabinets of natural history, including geology and mineralogy. Some of these are extensive, and may be regarded as ample for the purposes of illustration. They should be applied, in the hands of able instructors, to introduce young men to a knowledge of nature, and should give them the power in after life of applying their knowledge to the varied purposes of the highest civilization.

By making more distinct the line of division between the studies of the academies and the colleges, and advancing the requirements for admission to college at least one year, time for a more extended course of scientific study would be secured without infringing on the present studies. The academies would thus be elevated in character, and the colleges brought into more positive harmony with the demands of the age.

#### COLLEGIATE EDUCATION FOR WOMEN.

The following colleges of the State are exclusively devoted to the education of women:

Elmira Female College.

Ingham University.

Vassar College.

Rutger's Female College.

New York Medical College and Hospital  
for Women.

In the Alfred University and the Genesee College, young woman, equally with young men, are admitted to the several classes, and, after having completed the established courses of study, to the honors of these institutions.

The New York Medical College and Hospital for Women has been in operation several years, and professes to provide a full course of medical instruction.



By an act of the Legislature of 1867, the Rutger's Female Institute, in New York city, was changed to the Rutger's Female College. The report of the Vassar College exhibits a liberality of provision for instruction in nearly every department of education which the Regents believe is unequalled by any other institution for women, of any country. The liberal provision made for female education is a feature of American society. New York is not behind any other state, and is far in advance of any country of Europe.

An arranged and perfected system of female education, even in the established and endowed colleges, is not yet satisfactorily formed. The duties of life for which young women are to be prepared in these institutions differ so greatly from those which devolve on young men, that many subjects of education are specially appropriate to them. The degrees conferred by the older colleges, and the diplomas given, seem inappropriate to these. The whole subject is receiving the careful consideration of the faculties, and it is expected that a satisfactory result will be reached.

#### ACADEMIES.

The establishment of academies is co-existent with the constitutional government of the State. The following is an extract from a report made to this Board on the 16th day of February, 1787, by a special committee consisting of the Mayor of the city of New York (Mr. Duane), Mr. Jay, Dr. Rogers, Dr. Mason, Dr. Livingston, Gen. Clarkson, Mr. Gros and Mr. Hamilton, "to take into consideration the present state of the University:"

"Your committee are of opinion that liberal protection and encouragement ought to be given to academies for the instruction of youth in the languages and useful knowledge. These academies, though under the grade of colleges, are highly beneficial; but

owing their establishment to private benevolencies, labor under disadvantages which ought to be removed. Their property can only be effectually preserved and secured by vesting them in incorporated trustees. This act of justice to the benefactors, and to the county town wherein any such institution may have taken place, by fixing a permanent superintendence, would greatly contribute to the introduction of able teachers and the preservation of the morals of the students, as well as their progress in learning. Your committee also conceive that privileges may be granted to such academies which will render them more respectable, and be a strong incitement to emulation and diligence both in the teachers and scholars."

These views were adopted by the Legislature of 1787, and under the beneficent provisions of the act of that year, with but slight modifications in the revisions of the statutes to the present time, a system of academies has grown up, the magnitude and character of which its authors little anticipated. They literally "built better than they knew." More than two hundred academies, now in successful operation, crown this system. Three millions of dollars, contributed by voluntary private munificence, encouraged by small public appropriations, form their pecuniary basis, and furnish in buildings, libraries and apparatus, the conveniences and instruments of instruction. Thousands of young men and women who have in them received a higher intellectual training than the common schools in their nature can furnish, have been prepared for the active duties of life, or for a wider course of liberal culture in the colleges.

The course of study pursued in the academies has gradually extended until it now embraces a wide range. This is exhibited in the abstract of the reports herewith submitted. It includes the study of our own language in its grammatical forms and sentential structure, Rhetoric, Logic, Intellectual and Moral Philosophy, Mathematics,

both pure and applied, Physics, the Natural Sciences, and the Latin, Greek and French languages. Though these subjects are voluntary with the scholar, and he is permitted to exercise an almost unrestrained freedom of choice, many pursue them all, while others select those to which their peculiar taste prompts them, or which the expected employments of life seem to them to demand. Young men have often thus been brought from the humblest positions in life to commence their studies without any design or expectation of making them exclusive; but as their intellects have been developed, and their desire for knowledge strengthened, they have successfully grappled with difficulties, every new struggle giving them additional power, until the highest means of education have been reached, and they have gone forth into the world to grace the most honorable and responsible positions in society.

Many academies have established what they denominate a graduating course of study, and confer certificates or diplomas on those who complete it. These diplomas, and the conditions on which they are granted, are not uniform, nor do they confer any rights or privileges. It is believed that they would be more highly prized and earnestly sought for, if issued by authority and on uniform tests; nor does there seem to be any good reason why those who have been educated at the academies should not, equally with the graduates of the colleges, receive appropriate and honorable testimonials. The Regents have under consideration the establishment of a uniform course of academic study, of examinations to test the attainments of scholars, and of suitable certificates of honor to be granted to those who prove themselves worthy of them.

A committee of the University Convocation has this matter under consideration in reference to young women.

The high rank as scholars, even in the severer studies, which many of them attain, justly entitles them, equally with young men, to some form of honorable recognition.

In the discharge of their duties as visitors of the academies, the Regents have had great gratification in witnessing the earnestness and zeal with which studies are pursued, and the evidences of the influence of intellectual culture on the general bearing of the pupils. They have found the academies in charge of teachers of high character as scholars, of aptness in their profession, of moral worth, of devoted industry and untiring labor. To these high qualities the Regents have great pleasure in bearing their testimony.

The sphere of the teacher is narrow in its daily routine of labor, but wide as life in its influence. Under this influence, in the retirement of the school room, often commences a career which leads in after life to high honor and distinguished usefulness. To such a career have the teachers of the academies introduced many pupils, and they may proudly refer to their own agency in giving the first impulse in this intellectual progress.

#### ACADEMICAL DEPARTMENTS OF UNION SCHOOLS.

The Union Free School Law passed in 1853, provides for the consolidation in certain cases of two or more school districts into one joint district, and the establishment of a union free school therein, under the direction of a board of education, who are authorized "to establish in the same an academical department, whenever, in their judgments, the same is warranted by the demand for such instruction." This act also provides that whenever there is an academy within such district, the trustees thereof may, by a vote, to be duly attested and filed in the office of the

clerk of the county, declare their offices vacant; and that thereafter the trustees of such union school shall be charged with all the duties of the former trustees, and the said academy shall be regarded as the academical department of such union school.

As this statute does not prescribe a change in the corporate name of the academy to indicate its new relation to the union school, nor any official notice of the change of trustees, the Regents respectfully recommend that provision be made by law for filing in their office an attested copy of the proceedings of the trustees of such academy, declaring their offices vacant as aforesaid.

The number of academical departments of union schools which have reported to Regents during the past year is forty-three,—that of the other academies reporting being one hundred and fifty-five. The relative rank of the union schools and academies, as indicated by this number, and by the distribution of the literature fund, is very nearly the same, these schools being 22 per cent of the whole number reporting, and receiving a like aggregate proportion of the literature fund.

#### REPORTS OF ACADEMIES.

The whole number of academies subject to the visitation of the Regents, and in operation at the date of this report, is two hundred and twenty-eight.

Reports have been received from one hundred and ninety-eight academies, for the academic year ending at some date between the twentieth of June and the fifteenth of September, 1867, abstracts of which have been compiled and arranged in the Schedules annexed to this report.

#### CONTENTS OF SCHEDULES.

Schedule No. 1 contains an alphabetical list of all academies which have been incorporated in this State, by

either the Legislature or the Regents, including all academical departments of Union Schools which have been received under visitation, together with the location and date of incorporation of each, and such additional facts as can be conveniently exhibited in the same tabular form, and in a general summary thereof.

No. 2 contains an alphabetical list of all the academies reporting, with their locations respectively, the names of the principal and officers of the board of trustees of each ; the number of members and the quorum of each board, and the date of the close of the academic year.

No. 3 exhibits the average attendance in each academy during the several terms of the year and the whole number of different pupils taught during the year; the number, sex and average age of those claimed to be classical scholars, or scholars in the higher branches of English education, as defined by the statute; the number allowed by the Regents as such, and the amount apportioned to each academy from the income of the Literature Fund.

The following table presents a comparative view of the aggregate attendance of pupils during the last three years :

| Academic year. | Academies reporting. | Aggregate attendance. | Claimed as classical, &c., |          |        | No. allowed by Regents. |
|----------------|----------------------|-----------------------|----------------------------|----------|--------|-------------------------|
|                |                      |                       | Males.                     | Females. | Total. |                         |
| 1864-5 . . .   | 202                  | 36,133                | 9,826                      | 12,172   | 21,998 | 20,443                  |
| 1865-6 . . .   | 197                  | 36,464                | 7,135                      | 7,857    | 14,992 | 13,140                  |
| 1866-7 . . .   | 198                  | 34,851*               | 5,677                      | 6,219    | 11,896 | 10,806                  |

[The reason of the large reduction in the number of those claimed and allowed during the last two years, will appear under the subsequent head of the " Literature Fund and its Distribution." ]

An Appendix to Schedule No. 3 shows the number of pupils who have passed the written preliminary academic

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\* In a few academies reporting, instruction had been temporarily suspended, and hence no pupils were reported.

examinations held during the past year, under the direction of the Regents, and who have received certificates to that effect.

No. 4 contains tabular statements of the financial condition of the academies reporting, as to their permanent endowments and other funds, and the aggregate indebtedness (if any) of each. The total amount of fixed capital in lots, buildings, libraries, philosophical apparatus and other property set apart for their support, and their aggregate debts during the last three years, were as follows:

| Academic year.   | Academies reporting. | Fixed capital. | Debts.       |
|------------------|----------------------|----------------|--------------|
| 1864-5 . . . . . | 202                  | \$3,269,151 00 | \$294,704 00 |
| 1865-6 . . . . . | 197                  | 3,214,537 00   | 274,567 00   |
| 1866-7 . . . . . | 198                  | 3,229,040 00   | 211,648 00   |

|   |                    |
|---|--------------------|
| No. 5 contains the general cash account of each academy.  |                    |
| The total cash receipts during the year 1866-7, including balances on hand at beginning of year, were . . . . . | \$828,034 31       |
| Total cash paid, including balances due at beginning of year . . . . .  | 803,720 26         |
| Excess of cash receipts. . . . .  | <u>\$24,314 05</u> |

Nos. 6 and 7, respectively, contain the annual revenue and the expenditure accounts of each academy:

|   |                    |
|---|--------------------|
| The total revenue for the academic year 1866-7, as shown by schedule No. 6, was . . . . . | \$771,299 00       |
| The total expenditure, as shown by No. 7 . . . . .  | \$754,947 00       |
| Excess of revenue . . . . .   | <u>\$16,352 00</u> |
| The total income from tuition fees was . . . . .  | \$467,649 00       |
| The total expenditure for teachers' salaries . . . . .                                    | \$523,121 00       |
| Excess of salaries over tuition fees . . . . .  | <u>\$55,472 00</u> |

The above excess of salaries over receipts for tuition, was supplied from the apportionment of the income of the literature fund, from endowments, and from taxes raised

for the support of union free schools in several cities and villages of the State.

No. 8 contains a statement of the appropriations made for the purchase of books and apparatus, pursuant to the provisions of chapter 140, of the laws of 1834, relative to the application and distribution of the income of the revenues of the literature fund. From this table, it appears that up to the 9th day of January, 1868, inclusive, the sum of \$96,682.92, has been granted by the Regents, an equal amount having been raised by the academies, making a total of \$193,365.84.

The ordinance of the Regents, requiring all academies to which moneys have been granted, to show in their next annual report the full expenditure of the amounts raised and granted, has been strictly enforced.

No. 9 contains a statement of the number of teachers employed in each academy, and the number of those who have expressed an intention to make teaching a profession; also, the number of academic terms, the length of the vacations, and the frequency of exercises in the elementary branches, and in declamation and composition.

The number of teachers reported during the last three years, is as follows:

| Academic year. | Academies reporting. | No. of teachers. |         |        | No. who intend to make teaching a profession. |
|----------------|----------------------|------------------|---------|--------|---|
|                |                      | Male.            | Female. | Total. |   |
| 1864-5 .....   | 202                  | 479              | 649     | 1,128  | 645   |
| 1865-6 .....   | 197                  | 501              | 620     | 1,121  | 647   |
| 1866-7 .....   | 198                  | 471              | 610     | 1,081  | 621   |

No. 10 exhibits the prices charged for tuition in the elementary and higher branches of English education and in classical studies; the average price of board per week; the total annual expense of tuition and board; the number of volumes in the academy libraries, and a list of books published by and received from the State.



The total and the average number of volumes in the academy libraries, according to the reports for the last three years, are as follows:

| Academic year.   | Academies reporting<br>size of library. | Whole number<br>of volumes. | Average No. |
|------------------|---|-----------------------------|-------------|
| 1864-5 . . . . . | 202                                     | 156,748                     | 775         |
| 1865-6 . . . . . | 197                                     | *144,569                    | *734        |
| 1866-7 . . . . . | 190                                     | *132,101                    | *692        |

No. 11 exhibits the various subjects of instruction and the text-books used in each academy; also, a summary statement of the number of academies adopting the text-books of individual authors respectively.

No. 12 exhibits the condition of the teachers' classes in the several academies instructing them during the academic year 1866-7, the amount appropriated to each academy as a compensation for such instruction, under the provisions of chapter 410 of the Laws of 1855, and the appointments for the year 1867-8.

#### VISITATION.

The following colleges and academies have been visited during the year 1867:

By the Chancellor:

Ogdensburgh Educational Institute.

By the Chancellor and the Secretary:

Canandaigua Academy,  
Cayuga Lake Academy,  
Elmira Female College,  
Elmira Free Academy,  
Ithaca Academy,  
Ontario Female Seminary,  
Owego Academy,  
Troy Female Seminary,

---

\* These reductions from the preceding year are mainly due to the fact that the large library of the late New York Free Academy, now the College of the City of New York, is not included in the statement for 1865-6, and 1866-7, and that other libraries of several thousand volumes each, are not included in the reports for 1866-7, among which is that of the Albany Female Academy (not reporting), and that of the Rutgers Female Institute (erected into a college).

Troy High School,  
Waverly Institute.

By Mr. Perkins and the Secretary :

Antwerp Liberal Literary Institute,  
Clinton Grammar School,  
Clinton Liberal Institute,  
Gouverneur Wesleyan Seminary,  
Hungerford Collegiate Institute,  
Mexico Academy,  
Pulaski Academy,  
Union Academy of Belleville,  
Utica Academy,  
Watertown High School,  
Whitestown Seminary.

By Rev. Dr. Luckey :

Hobart College,  
Genesee College,  
Geneva Medical College,  
University of Rochester,  
University of Buffalo, Medical Department,  
Auburn Academic High School.  
Buffalo Central School,  
Buffalo Female Academy,  
Canandaigua Academy,  
Clarence Academy,  
East Bloomfield Academy,  
Falley Seminary,  
Genesee Wesleyan Seminary,  
Genesee and Wyoming Seminary,  
Geneseo Academy,  
Geneva Classical and Union School,  
Jordan Academy,  
Lyons Union School,  
Mount Morris Union School,  
Ontario Female Seminary,  
Oswego High School,  
Penfield Seminary,  
Phelps Union and Classical School,  
Port Byron Free School and Academy,  
Rochester Collegiate Institute,

Rochester Female Academy,  
Rochester Free Academy,  
Seneca Falls Academy,  
Syracuse High School,  
Waterloo Union School,  
Webster Academy.

By Mr. Johnson :

Brooklyn Collegiate and Polytechnic Institute.

By Rev. Dr. Goodwin :

Alfred University,  
Elmira Female College,  
Genesee College,  
Geneva Medical College,  
Hobart College,  
Canandaigua Academy,  
Corning Free Academy,  
Dansville Seminary,  
Genesee Valley Seminary,  
Genesee Wesleyan Seminary,  
Geneseo Academy,  
Geneva Classical and Union School,  
Ithaca Academy,  
Mount Morris Union School,  
Ontario Female Seminary,  
Phelps Classical and Union School,  
Rogersville Union Seminary,  
Trumansburgh Academy.

By the Secretary :

St. John's College,  
University of the city of New York,  
Brooklyn Collegiate and Polytechnic Institute,  
Munro Collegiate Institute.

By the Assistant Secretary :

Chamberlain Institute,  
Forestville Free Academy,  
Fredonia Academy,  
Jamestown Union School and Collegiate Inst.  
Mayville Academy,  
Oneida Conference Seminary,  
Westfield Academy.

## TEACHERS' CLASSES IN ACADEMIES.

During the academic year 1866-7, instruction was given free of charge to about fourteen hundred and fifty pupils, in the theory and practice of common school teaching, by eighty-four academies appointed by the Regents for this purpose. The number of pupils in any academy for whom such instruction is provided by law may not exceed twenty, and the sum paid by the State for such instruction is limited to ten dollars for each pupil.

The Regents are gratified to find testimony of the merits of these classes in the reports of School Commissioners to the Superintendent of Public Instruction. A cordial co-operation between the commissioners and the principals of academies, contributes greatly to the formation of suitable classes and to the efficiency of the instruction given. The reports of the last year furnish evidence of such co-operation in many cases, and of the value of this agency in providing well qualified teachers for the common schools.

## PRELIMINARY ACADEMIC EXAMINATIONS.

The Regents, as early as 1828, being "desirous to establish a more elevated course of instruction in the academies subject to their visitation, by defining with greater certainty the various branches of study which shall entitle the institution in which they are pursued to a distributive share of the income of the literature fund," ordained that no students in any such academy should be considered scholars in the higher branches of English education, until they should, *on examination duly made*, be found to have attained proficiency in the arts of reading and writing, together with a knowledge of certain specified portions of arithmetic, grammar and geography. Since that time, this

“*examination*” has always been required; but the mode of conducting it was not prescribed by the Regents until the passage of an ordinance in 1864, which took effect in 1865. This ordinance provides that,

“ At the close of each academic term, a public examination shall be held of all scholars presumed to have completed preliminary studies. This examination shall be conducted in the presence, and under the direction of a committee of at least three persons, to be appointed by the trustees of the academy. A record of the names and ages of all scholars who have successfully passed such examination shall be kept, with the date at which it was held. To each scholar who has sustained such examination, a certificate shall be given in such form as the Regents shall prescribe, to be signed by the committee above referred to, and the principal of the academy, and the possession of such certificate shall entitle the person holding it, to admission into the academic class in any academy subject to the visitation of the Regents, without further examination.”

Subsequently to the passage of the ordinance above referred to, and before it went into operation, in accordance with the suggestion of several principals of academies, it was decided to issue sets of printed questions to be used in conducting these examinations; and after the first examination had been held, it was also decided that the examinations should thereafter be held on the same days in all the academies.

During the first year, only a single set of the printed questions was furnished to each academy, and the class undergoing the examination was obliged to depend for a knowledge of the questions proposed, upon the oral dictation of the principal.

The whole number of persons examined during the first year was 20,660, of whom 9,068 received certificates,—less than 44 per cent of those examined having passed in all the prescribed branches.

During the second year, the academies were required to state the number of pupils in each who were to be examined, and they were furnished with an equal number of sets of questions, to be placed in the hands of the pupils during the examination. Those who passed in all or in any of the branches were to be reported to the Regents, and those who passed in all the branches, were to receive certificates from the Regents themselves.

The following is a summary statement of the results of the examinations held during the second year (1866-7):

|                  | Arithmetic. | Geography. | Grammar. | Spelling. |
|------------------|-------------|------------|----------|-----------|
| Examined . . . . | 12,888      | 12,604     | 12,939   | 13,258    |
| Passed . . . . . | 5,807       | 5,720      | 5,306    | 7,290     |

Whole number of students who passed in all these branches during the year, and who have received certificates from the Regents . . . . . 4,772

The details of the system as at present conducted, are fully exhibited in the circular of instructions, and in the various forms used in conducting the examination, copies of each of which are herewith transmitted as a part of the appendix. See pp. 557-570.

The labor involved in executing this system of examinations, embracing many details and extending to nearly two hundred institutions in all parts of the State, is very great. Should it be found expedient to have the papers of all scholars who are examined transmitted to the Regents' office for review, under their direction, as is strongly urged by many academies, this labor will be largely increased. The beneficial results which have been already realized, and the further improvements in the system which experience will not fail to secure, leave no doubt in the minds of the Regents that the Legislature, in the exercise of a wise liberality, will provide all the means

which may be found necessary to give the greatest efficiency to these examinations.

### INCORPORATIONS.

It is many years since the conditions on which academies may be chartered were fixed by the statute. The sum of twenty-five hundred dollars invested in lot, buildings, library and apparatus, is still all that is required to secure an incorporation. If that sum was once sufficient, it is far from being so at the present time. While money has depreciated in value, the scope of education has extended, and the subjects of instruction have multiplied. Larger buildings, combining modern conveniences with somewhat of architectural elegance, are demanded by an improved public taste, and a higher appreciation of the value of the best educational facilities. Sciences which, when the conditions above referred to were established, were scarcely known as subjects of instruction, are now extensively taught, and must be illustrated by the necessary apparatus. The demands of the law are below the standard indicated by the popular sentiment of the day, since it is rare that incorporations are asked for on the minimum sum prescribed. In the judgment of the Regents, at least six thousand dollars in lot and buildings, and one thousand in apparatus and library should be required for all new incorporations.

The tenure of office of trustees, under the present law, is worthy of consideration. In the case of incorporations on a stock basis, those who have contributed to the establishment and endowment of an academy continue to have a voice in the appointment of trustees; but when, as is often the case, an academy is incorporated on a foundation of absolute contributions to its funds, the applicants nomi-

nating only the first trustees, and these having the power of filling all vacancies, constituting what is technically known as a "close corporation," no power to control its affairs remains vested in the original founders or their representatives. Hence it frequently happens that trustees continue to hold their offices long after their personal interest in the academy has ceased, and sometimes, also, after they have failed to perform any duties beyond such as are merely nominal. When those to whom is committed the administration of a public trust like that under consideration, and in which they hold no personal right of property, are not longer able to render positive service to the public, the law itself should provide for declaring the office vacant. This subject the Regents earnestly commend to the consideration of the Legislature.

#### ENDOWMENTS.

The Regents, in their last annual report, called the attention of the Legislature to this subject. They now repeat the views then expressed:

"With the accumulation of individual wealth in our country, endowments for literary, charitable and benevolent purposes will, it is hoped, largely increase; and there is good reason to believe that this will more especially be the case if proper provision can be made for the security of the funds or capital constituting the endowment. The risk and losses which almost necessarily attend investments made for these purposes under the most favorable circumstances, deter many persons from acts of liberality and benevolence, which they would gladly perform were they sure that their gifts would be properly cared for and protected. To meet this difficulty, and to give the highest assurance of safety in a matter of such great public interest, the Regents respectfully recommend the passage of a law authorizing the amount of any proposed endowment to be deposited, under the direction of the Comptroller, in the State Treasury, and that the State allow interest thereon at a liberal rate, to be applied to the purposes



designated by the donor of the fund. It is believed that such a statute, carefully framed, would be most beneficent in its operation.

“The Regents are led to make these remarks from the fact that several cases have recently come to their knowledge, in which parties wishing to set aside funds for educational purposes have been at a loss to know how to secure their permanent application to the object in view.”

There is a clear indication of a disposition on the part of individuals of wealth, to devote it to the cause of education. It has been the policy of the State to encourage such benefactions. Its wisdom has been proved in the experience of the past, and that experience invites to more liberal encouragement in the future. When the State shall receive such endowments, and give its pledge for their security, it will remove the objection that when a gift is made to a great public object, reaching far into the future, there is uncertainty as to its safety and future application to the purpose for which it is made.

In his recent annual message to the Legislature, his Excellency the Governor calls attention to this subject, and suggests that “while the State provides free instruction for all in the elements of knowledge, it may properly encourage individual liberality, by providing whatever is needed in legislation for the protection of gifts and bequests to colleges and academies incorporated by the State, and subject to its general supervision.”

As further evidence of a growing public sentiment, and of an earnest call for additional legislation, the Regents respectfully refer to the action of the University Convocation, held in August, 1867, as embodied in the following resolution :

“*Resolved*, That the University Convocation respectfully recommend to the Convention, now in session, and to the State Legis-

lature, to adopt some safe system by which the State will accept, as trustee, donations which may be made for the benefit of public education in particular educational institutions, the State to retain the fund and pay the income thereof, according to the terms of the trust, forever."

All of which is respectfully submitted.

By order of the Regents,

JOHN V. L. PRUYN,

*Chancellor of the University.*

S. B. WOOLWORTH, *Secretary.*

## ACCOUNT CURRENT.

REGENTS OF THE UNIVERSITY FOR CONTINGENT EXPENSES, 1866-7.

Dr.

|  |          |            |
|--|----------|------------|
| To balance from last account.....      | \$399 36 |            |
| To appropriation for 1866-7 .....      | 2,000 00 |            |
| To balance of account (overdrawn)..... | 360 80   |            |
|  | <hr/>    | \$2,760 16 |

Cr.

|                                  |          |            |
|----------------------------------|----------|------------|
| By postage.....                  | \$363 21 |            |
| By expressage .....              | 77 85    |            |
| By printing .....                | 1,164 23 |            |
| By visitation and meetings.....  | 600 14   |            |
| By stationery.....               | 263 11   |            |
| By clerk hire and messenger..... | 283 10   |            |
| By contingents.....              | 8 52     |            |
|                                  | <hr/>    | \$2,760 16 |

[Vouchers 1-98.]

I have examined the preceding account, and the vouchers in support thereof, and find the same to be correct.

ALEXANDER S. JOHNSON.

ALBANY, *March* 3, 1868.

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## ACCOMPANYING THE ANNUAL REPORT OF THE REGENTS OF THE UNIVERSITY.

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# I. ANNUAL REPORTS OF COLLEGES.

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## LITERARY COLLEGES.

### 1. COLUMBIA COLLEGE, NEW YORK CITY.

*To the Regents of the University of the State of New York:*

The trustees of Columbia College respectfully submit their annual report for the academic year ending June, 26th, 1867, and for the financial year ending September 30th, 1867.

#### 1. *Number and Description of Professorships.*

In the faculty of Arts the following professorships existed during the year: 1. Evidences of Natural and Revealed Religion. 2. The Greek Language and Literature. 3. The Latin Language and Literature. 4. The German Language and Literature. 5. Chemistry. 6. Mathematics and Astronomy. 7. Philosophy and English Literature. 8. Mechanics and Physics. An adjunct professorship was attached to the department of mathematics, and tutorships to the classical and the English departments.

In the School of Mines, there were eight professorships, viz: 1. Mineralogy and Metallurgy. 2. Mining Engineering. 3. Analytical and Applied Chemistry. 4. General Chemistry. 5. Mechanics and Mining Surveying. 6. Mathematics. 7. Physics. 8. Geology and Palæontology. There are also in this school several assistants in the different departments, and a lecturer on Botany.

In the School of Law, the professorships remained the same in numbers as in previous years. They were: 1. Municipal Law. 2. Constitutional History and Public Law. 3. Ethics of Jurisprudence. 4. Medical Jurisprudence.

The School of Medicine, having an independent Board of Trustees, makes a separate report.



*Trustees, Faculty, and other College Officers.*

## TRUSTEES.

Hamilton Fish, LL.D., Chairman of the Board, 134 East 17th street.

Gardiner Spring, S.T.D., LL.D., 13 West 37th street.

Samuel B. Ruggles, LL.D., 24 Union square.

William Betts, LL.D., Clerk, 122 East 30th street.

Benjamin I. Haight, S.T.D., 56 West 26th street.

Edward Jones, 75 Fifth avenue.

Robert Ray, 221 West 28th street.

Gouverneur M. Ogden, Treasurer, 187 Fulton, house 84 West 11th street.

Charles King, LL.D., New York.

Henry J. Anderson, M.D., LL.D., 53 West 36th street.

Edward L. Beadle, M.D., Poughkeepsie.

George T. Strong, 74 East 21st street.

Mancius S. Hutton, S.T.D., 115 Ninth street.

Alexander W. Bradford, LL.D., office 6 Wall street.

Horatio Potter, S.T.D., LL.D., D.C.L., 38th East 22d street.

Martin Zborowski, Morrisania.

John Torrey, M.D., LL.D., Columbia College.

Lewis M. Rutherford, 175 Second avenue.

Thomas De Witt, S.T.D., 123 Ninth street.

John Jacob Astor, Jr., 310 Fifth avenue.

John C. Jay, M.D., Rye.

William C. Schermerhorn, 49 West 23d street.

Morgan Dix, S.T.D., 50 Varick street.

Frederick A. P. Barnard, S.T.D., LL.D., Columbia College.

## FACULTY OF ARTS.

The Rev. Frederick A. P. Barnard, S.T.D., LL.D., President.

The Rev. John McVickar, S.T.D., Emeritus-Professor of the Evidences of Natural and Revealed Religion.

Henry J. Anderson, M.D., LL.D., Emeritus-Professor of Mathematics and Astronomy.

Charles Anthon, LL.D., Jay-Professor of the Greek Language and Literature.

Henry Drisler, LL.D., Professor of the Latin Language and Literature.

The Rev. Henry I. Schmidt, S.T.D., Gebhard-Professor of the German Language and Literature.

Charles A. Joy, Ph.D., Professor of Chemistry.

Charles Davies, LL.D., Emeritus-Professor of the Higher Mathematics.

William G. Peck, LL.D., Professor of Mathematics and Astronomy.

Charles Murray Nairne, L.H.D., Professor of Philosophy and English Literature.

John H. Van Amringe, A.M., Adjunct Professor of Mathematics.

Ogden N. Rood, A.M., Professor of Mechanics and Physics.

Duane S. Everson, A.B., Tutor in Latin and Greek.

Eugene Lawrence, A.M., Tutor in Rhetoric and History.

The other officers of the College were :

The Rev. Cornelius R. Duffie, S.T.D., Chaplain.

The Rev. Beverly R. Betts, A.M., Librarian.

Stephen R. Weeks, Assistant Librarian and Janitor.

William H. Walter, Mus. D., Organist of the Chapel.

#### SCHOOL OF MINES.

The Rev. Frederick A. P. Barnard, S.T.D., LL.D., President.

Thos Egleston, Jr., A.M., Professor of Mining and Metallurgy.

Francis L. Vinton, E.M., Professor of Mining Engineering.

Charles F. Chandler, Ph.D., Professor of Analytical and Applied Chemistry.

Charles A. Joy, Ph.D., Professor of General Chemistry.

William G. Peck, LL.D., Professor of Mechanics and Mining Engineering.

John H. Van Amringe, A.M., Professor of Mathematics.

Ogden N. Rood, A.M., Professor of Physics.

John S. Newberry, M.D., LL.D., Professor of Geology and Palæontology.

John Torrey, M.D., LL.D., Lecturer on Botany.

#### SCHOOL OF LAW.

The Rev. Frederick A. P. Barnard, S.T.D., LL.D., President.

Theodore W. Dwight, LL.D., Warden of the Law School and Professor of Municipal Law.

Francis Lieber, LL.D., Professor of Constitutional History and Public Law.

Charles Murray Nairne, L.H.D., Professor of the Ethics of Jurisprudence.

John Ordronaux, LL.D., M.D., Professor of Medical Jurisprudence.

3. *Number of Students.*

|                                       |    |
|---------------------------------------|----|
| Undergraduates .....                  | 14 |
| Students of the School of Mines ..... | 11 |
| Law Students .....                    | 10 |
| Medical Students .....                | 34 |
| <hr/>                                 |    |
| Total .....                           | 70 |
| <hr/>                                 |    |

4. *Classification of Students.*

UNDERGRADUATES.

|                  |    |
|------------------|----|
| Seniors .....    | 8  |
| Juniors .....    | 4  |
| Sophomores ..... | 4  |
| Freshmen .....   | 8  |
| <hr/>            |    |
| Total .....      | 24 |
| <hr/>            |    |

STUDENTS OF THE SCHOOL OF MINES.

|                            |    |
|----------------------------|----|
| Graduating Class .....     | 1  |
| Third Year Students .....  | 1  |
| Second Year Students ..... | 1  |
| First Year Students .....  | 1  |
| Special Students .....     | 4  |
| <hr/>                      |    |
| Total .....                | 10 |
| <hr/>                      |    |

LAW STUDENTS.

|               |    |
|---------------|----|
| Seniors ..... | 8  |
| Juniors ..... | 2  |
| <hr/>         |    |
| Total .....   | 10 |
| <hr/>         |    |

MEDICAL STUDENTS.

|                           |    |
|---------------------------|----|
| (No classification) ..... | 34 |
| <hr/>                     |    |
| Total .....               | 70 |
| <hr/>                     |    |

5. *College Terms.*

There are two college terms or sessions. The first term commences on the first Monday in October, and ends about the middle of February. The second term follows the first without an intervening vacation, and closes on the last Wednesday in June.

6. *Course of Study.*

The course of study has been substantially the same as that of last year, with the exception that owing to the absence of the President, and absence or illness of two of the professors, the studies in the Evidences, in Greek, and in Astronomy have not been pursued to the same extent as heretofore.

The Senior Class attended a course of lectures by the President on Natural Theology during the first session; the second part of the course on the Evidences of Revealed Religion was omitted this year, in consequence of the absence of the President in Europe. The arguments of various writers for the existence of a God were presented and critically discussed, and then the objections were taken up and examined. The students were required to take notes of each lecture, and to present the substance of it the next week in the form of a thesis, worked out according to the ability of each student.

In the department of Greek, the same class have attended a course of lectures on Greek Literature.

In the department of Latin, they have attended lectures upon Roman Literature, and have read part of the first book of Cicero *de Natura Deorum*.

In the department of Chemistry and Geology, they have received instruction during the first session in Inorganic Chemistry; and during the second session in Organic Chemistry and Geology. The method of instruction has been generally by lecture, illustrated by experiment, Wells' Chemistry and Wells' Geology being used as books of reference.

A portion of the class pursued a course of Differential and Integral Calculus, under the instruction of the Professor of Mathematics and Astronomy, attending lectures or recitations twice a week during the second session. This course is voluntary. Those who take it are exempt from attendance during the same time in the classical departments. The Professor of Astronomy has also given lectures to the entire class twice a week throughout the year, until the first week in May, on Astronomy, Descriptive and Practical, alternated with recitations from Loomis' treatise on the subject.

In the department of Philosophy and English Literature, the class have been conducted through a full course of Psychology, including the Philosophy of the Intellect, the Feelings and the

Will. They have also recited two hundred pages of Wayland's Political Economy.

In the department of Physics, they have been occupied three hours weekly, during the first session upon the subject of Optics and during the second session upon the subject of Sound. The physical course is fully illustrated by experiment, instruction being given mainly by lecture with intervening recitations. The treatise of Professor Silliman has been used as a text-book.

The Junior Class have read in Greek, selections from the "Electra," "Ajax," and "Œdipus Rex" of Sophocles. They have practised also Greek composition weekly in the lecture room.

In Latin, the same class have read select satires of Juvenal, and the greater part of the first book of Cicero de Officiis. They have likewise occasionally been exercised in Latin Prose Composition.

In the department of Chemistry, the class have attended twice a week during the second session, and have been instructed in inorganic Chemistry as far as the subject of metals, by lecture with experimental illustrations, and by recitations with Wells' Chemistry for a text-book.

In Mechanics, the class have been instructed three hours a week by the Professor of Mathematics and Astronomy. The text-book used has been Peck's Mechanics.

In the department of Philosophy and English Literature, the class have completed a full course of Aristotelian Logic, together with an outline of the New Analytic; have studied the history of French Literature in Botta's Hand-book; and have reviewed aesthetically one book of Milton's Paradise Lost. They have likewise delivered original declamations monthly, which have been subsequently criticised by the professor in the presence of the class.

In the department of Physics, instruction was given to the class during the first session upon the subject of Heat, and during the second upon Electricity. The class attended the professor three hours weekly during the first session, and four hours weekly during the second.

The Sophomore Class, in the department of Greek, have read the "Prometheus Vinctus" of Æschylus, and the "Crito," and part of the "Apology" of Plato. They have practised also Greek Composition in the lecture room.

In the department of Latin, the class have read selected Satires of Horace, and the most interesting of the letters of Pliny the Younger. They have also been exercised in Latin Prosody, and, to some extent, in Latin Prose Composition.

In Roman History, they have studied Willson's Outlines, from the foundation of Rome (with geographical instruction) to the downfall of the Western Empire. In Grecian Antiquities, they have read one hundred and thirty-six pages in Bojesen's Manual, portions of the least important matter being omitted.

In Mathematics, the class have attended the adjunct professor four times a week during the first session, and have accomplished the study of the last three books of Legendre's Geometry, together with the whole of the plain trigonometry contained in Davies' Legendre. During the second session they attended the professor three times a week, and completed Davies' Analytical Trigonometry, and Davies' Analytical Geometry, and were instructed by lecture in Surveying.

In the department of History, Philosophy and English Literature, the class have studied during the year in addition to the specifications in Ancient History above given, the history of the middle ages and modern history down to the eighteenth century. They have also studied the philosophy of history. Willson's Outlines has been used as a text-book. The class have also prepared compositions each month upon historical and general subjects, and have been instructed monthly in declamation.

The Freshmen Class have read, in Greek, the whole of the first book and selections from the fifth and ninth books of the Odyssey. They have also read selections from the sixth and ninth books of Herodotus. They have likewise been exercised in the writing of Greek verbs.

In Latin, they have read selected odes from the first three books of the Odes of Horace, and have completed the "De Senectute" of Cicero. They have also studied and reviewed the Latin Prosody entire, and Arnold's Latin Prose Composition as far as the passive voice.

In Mathematics, the class were instructed during the first session by the adjunct Professor, taking Davies' University Algebra as a text-book, which they completed up to its twelfth book. During the second session they accomplished, under the same instructor, the first six books of Davies' Legendre.

In the English Department, the class have studied the history and peculiar traits of the English language, and the rules of composition both of prose and poetry. Compositions have been received monthly from each member of the class, and these have

generally been criticised and corrected in the presence of the class. Declamation has been equally frequent. The text-book employed has been Quackenbos' Rhetoric. In Ancient History, the class have attended more particularly to the History of Greece, from the earliest period to the final subjugation of Greece by the Romans, together with a brief account of the Grecian colonies and some contemporary history. Willson's Outlines has been used as a text-book. In Roman Antiquities, instruction has been given from Anthon's Manual, beginning with Chapter I, "The City," and taking Chapter II, "Division of the Roman People;" and from page 215 to page 312, "Games, Amusements, and Customs of the Romans."

#### INSTRUCTION IN GERMAN.

The attendance of students on the instruction of the professor of German is voluntary. The number of volunteers is rarely great, and the classes cannot always conveniently be kept parallel with the regular classes in College.

The Senior Class in German have written the exercises contained in Eichhorn's Practical German Grammar, and have read a considerable portion of Schiller's "Thirty Year's War."

The Junior Class have written exercises contained in Ahn's "Method," and have read a part of Schiller's "Geisterseher."

The Freshman Class have studied the "synthetical part" of Ahn's "Method," and have translated a little.

#### 7. *Exercises.*

The foregoing statements, regarding the course of instruction, give substantially an account of the ordinary scholastic exercises.

#### 8. *Examinations.*

There are two examinations each year, to which the public are invited, one at the end of each session. Each of these occupies four or five hours daily for ten or twelve days.

#### 9. *Modes of Instruction.*

Instruction is given by lecture in the Evidences of Religion, History, Political Science, Philosophy, the Higher Mathematics, the different branches of Experimental Science, and other subjects. These, however, are usually alternated and intermingled with recitations from text-books, oral and written translations in the

languages, with examinations upon Syntax and Prosody, and, in the Mathematics, with demonstrations and analytical operations upon the blackboard.

#### 10. *Discipline.*

The discipline of the College is committed principally to the President. The Board of the College meets weekly, when written reports of attendance, behavior, and any irregularity or deficiency which may have been observed, are made by the officers. These reports are made by the President the subject of such action as may seem to him most expedient. Private admonition is usually found sufficient. Any cases of more serious offense or impropriety are referred to the Board, who listen to the student's explanations and afterward render their decision, which is entered on the minutes of the Board, and immediately communicated to the student, and to his parents.

#### 11. *Gratuitous Instruction.*

The number of students receiving gratuitous instruction during the college year ending June 26, 1867, was eighteen.

#### 12. *Charges for Tuition, and By-Laws.*

The charges for tuition was \$100 per annum. The by-laws were unchanged.

#### 13. *Description and Value of College Property.*

The grounds occupied by the college buildings now consist of thirty-two lots on the Fourth and Madison avenues, and 49th and 50th streets, being in length, on each of said avenues, two hundred feet and ten inches, and on each of said streets four hundred feet.

|  |           |
|--|-----------|
| Value of college buildings and grounds appurtenant thereto—valued by the Trustees at about . . . . . | \$200,000 |
|--|-----------|

|  |        |
|--|--------|
| The number of volumes in the College library proper is about 15,000, exclusive of pamphlets, of which there are about 2,500. This library is estimated to be of the value of . . . . . | 31,000 |
|--|--------|

|   |       |
|---|-------|
| In the law library, deposited in a building in Lafayette Place, which is used for the Law School of Columbia College, there are about 3,600 volumes, estimated to be in the aggregate of the value of . . . . . | 6,500 |
|---|-------|

|   |       |
|---|-------|
| The library of the School of Mines consists of about 1,500 volumes, valued at . . . . . | 4,000 |
|---|-------|



|  |                  |
|--|------------------|
| The Botanic library consists of about 800 volumes,<br>valued at.....   | \$2,500          |
| The Chemical and Philosophical apparatus and cabinets,<br>exclusive of the Herbarium, and of the collections and<br>apparatus belonging to the School of Mines, are<br>estimated to be of the value of ..... | 14,500           |
| To which are to be added the Herbarium, valued at..  | 6,000            |
| And the apparatus, collections, fixtures and furniture<br>of the School of Mines, valued at.....   | 67,000           |
| <hr/>  |                  |
| Total amount invested as above for purposes of in-<br>struction .....  | <u>\$381,500</u> |

#### 14. *Description and Value of other College Property.*

1. REAL ESTATE—The College owns lots of land on College Place, Park Place, Murray, Barclay, Robinson and Greenwich streets in the city of New York. This property is subject to long leases; the rents reserved by which are in most cases disproportionate to the present value of the land. The value of this estate cannot, therefore, be stated with precision. It now yields a net income of 5 per cent. on a capital of about.....\$1,076,681 80

The College also holds about 247 lots of land in the city of New York, lying between the Fifth and Sixth avenues, 24 of them being on the Fifth avenue, and the residue in 47th, 48th, 49th, 50th and 51st streets. The value of this property, as nearly as can be ascertained, as estimated for the purposes of taxation by the sworn assessors of the city, is about ..... 1,250,000 00

2. PERSONAL PROPERTY—The College holds registered bonds of the United States for \$5,000, and the balance in bank at the end of the financial year, \$4,840.96; together amounting to ..... 9,840 96

Showing the total of the estimated value of the property which can be applied to the general purposes of the College, to be.....\$2,336,521 80

The Gebhard fund is applicable only to the support of a professorship of the German language, and is adequately secured by investments, \$11,000 in registered bonds of the United States, and \$9,000 in a loan to that amount to the college, upon

which the interest is regularly credited to the fund quarterly. This fund is invested in the manner and applied to the purpose intended by the donor. Its amount is.....

\$20,000 00

Total estimated value of the property of the college other than so much thereof as is above included under head 13 .....

\$2,356,521 80

### 15. *Revenue.*

#### 1. Amount charged for tuition :

Fees of undergraduates ..... \$11,668 50

Fees of Law students..... 15,785 00

Fees of students in School of Mines 17,524 75

Fees for diplomas in the College ... 275 00

Fees for diplomas in the Law School 380 00

\$45,633 25

#### 2. Amount charged for room rent of students, use of library, etc., during the year, which has been collected, or is considered collectable.....

None.

#### 3. Interest or income of the permanent funds of the college, accrued during the said year, which has been collected, or is considered collectable. The interest derived from the personal funds of the college other than the Gebhard fund, and from the temporary investment of parts of the revenue, was .....

401 69

#### 4. Income from other sources :

Rents collected..... \$104,644 32

Rents for the year in arrears, deemed

collectable ..... 971 00

Interest on rents ..... 79 81

105,695 13

Total revenue from the above sources..... \$151,730 07

### 16. *Debts.*

The total amount of debt contracted by the trustees and remaining unpaid at the close of the collegiate year is \$45,240, showing a decrease since the last report of \$5,000.

### 17. *Income and Expenditures.*

The whole income of the college, collected and collectable, as given above, under the head of revenue, was..... \$151,730 07

The whole expenditures applicable to said income paid or payable for said year, are as follows :

|  |          |    |              |
|--|----------|----|--------------|
| Salaries .....   | \$55,283 | 46 |              |
| Appropriations for the departments of instruction in the college.....        | 2,374    | 35 |              |
| College library .....  | 709      | 70 |              |
| College societies .....  | 209      | 00 |              |
| Commencement .....   | 500      | 00 |              |
| Printing and advertising.....  | 1,014    | 85 |              |
| Supplies .....   | 3,405    | 38 |              |
| Prizes .....   | 100      | 00 |              |
| Repairs.....   | 2,316    | 91 |              |
| Annuities .....  | 500      | 00 |              |
| Furniture for the President's house....                                      | 12       | 00 |              |
| On account of appropriation for portraits of Emeritus-Professors .....       | 32       | 00 |              |
| Contingent expenses .....  | 528      | 96 |              |
| Insurance .....  | 1,634    | 93 |              |
| Law School, including Law Library...   | 19,277   | 64 |              |
| School of Mines (exclusive of cost of new building, fixtures and outfit).... | 35,160   | 03 |              |
| Expenses of Treasurer's and Clerk's offices .....                            | 257      | 70 |              |
| Expenses of Real estate.....   | 437      | 35 |              |
| Taxes .....  | 12,703   | 98 |              |
| Interest payable.....  | 2,903    | 45 |              |
|  |          |    | \$139,361 69 |
| Showing an excess of income over expenditure, of..                           |          |    | \$12,368 38  |

#### SCHOOL OF MINES.

This school commenced operations November 15, 1864. Its object is to furnish the student the means of acquiring a thorough scientific and practical knowledge of those branches of science which relate to mining and the working up of the mineral resources of this country, and to supply to those engaged in mining and metallurgical operations, persons competent to take charge of new or old works, and conduct them on thoroughly scientific principles.

The method of instruction is by lectures given by the corps of professors; practice in the chemical and metallurgical laboratories;

proposals and drawings for practice for the establishment of metallurgical works and for mining.

Instruction is given in the following subjects: Inorganic Chemistry, Organic Chemistry, Analytical Chemistry, Assaying, Mineralogy, Geology, Botany, Palæontology, Mathematics, Mechanics, Metallurgy, Machines, Mining, Physics, Machine Drawing, Descriptive Geometry. The course of instruction will continue through three years, of two terms each, commencing and closing with the terms of the academic year.

### *Expenses.*

Candidates for a degree are charged \$200 per annum for instruction. Those who devote their whole time to Chemistry and Assaying are charged \$200 per annum for instruction and the use of the library.

Students attending a special course are charged from fifteen to thirty dollars for each subject pursued, except for Analysis or Assaying, the fee for instruction, in each of these branches, being one hundred dollars.

The fees are payable one-half in advance, and one-half on the 1st of February.

### *Degrees.*

Students completing the regular course receive the degree of Mining Engineer. The degrees of Bachelor of Philosophy and Doctor of Philosophy, are also conferred on evidence of proficiency in certain prescribed courses of study.

### LAW SCHOOL.

1. *Course of Instruction.* The regular and systematic instruction of the students upon the various topics of legal science is under the control of Professor Dwight. The plan of instruction combines the study of selected text-books with lectures. The student is expected to prepare himself each day upon a topic assigned by the Professor. He is then examined on the subject studied. Having grappled with some of its difficulties, he is prepared for the full oral exposition which accompanies an examination. He is encouraged at the same time to ask questions upon any difficulties which may have suggested themselves to him. Written lectures are also given in which the principles of law are succinctly stated, and leading authorities are cited for further information.

Experience has proved the value of this system. The mind of the student having been actively engaged in study, his attention is aroused, and he is prepared to pursue with eagerness such avenues of legal knowledge as may be open to him. It is believed that most of the young men who commence the study of law in this country need the discipline and training which a thorough and systematic course of drill and daily examination may furnish them. The instruction in the other departments consists mainly in lectures with references to approved text-books and authorities.

2. *Courses of Lectures.* Courses of lectures are delivered by Professor Dwight upon Constitutional Law, Criminal Law, and as supplementary to the regular course of instruction, upon the various topics of Municipal Law. Professor Lieber delivers courses of lectures upon the State, embracing the origin, development, objects, and history of political society, on the Laws and Usages of War, on the History of Political Literature, on Political Ethics, on Punishment, including statistics &c., &c. Professor Nairne delivers a course of lectures upon the Ethics of Jurisprudence. Professor Ordronaux gives a course of lectures on Medical Jurisprudence. Occasional lectures are also delivered by prominent members of the New York bar. By the courtesy of the Faculty of the Medical Department, the law students may attend any or all of the courses of medical lectures free of charge.

3. *Moot Courts.* Two moot courts are held every week, at each of which a case, previously assigned, is argued by six students elected from the two classes. The counsel respectively prepare written points in the ordinary manner, supporting their position by citing legal authorities. The court consists of the presiding Professor and the members of the Senior class who had acted as counsel in the case previously argued. The associate judges deliver written opinions one week after the argument, and the case is concluded by an opinion given by the Professor.

4. *Annual Term and Hours of Attendance.* The term commences on the first Wednesday in October, and continues until May 13th. The course of study embraces two years. The first year is given to general commentaries upon Municipal Law, the Law of Contracts and Real Estate. The second year is devoted to Equity Jurisprudence, Commercial and Admiralty Law, Evidence, Pleading, Practice, and a review of the studies of the entire course. Particular attention is given to the Law of Real Estate.

The hours of attendance in the department of Municipal Law are

at 9½ A. M., 11 A. M., 3 and 4½ P. M. The other lectures do not exceed three per week, and the hours are announced as occasion may require.

5. *Library*.—The library contains a complete series of the reports and statutes of the United States, and of the reports of the State of New York, with the most valuable of those of the other States; a full series of the English Common Law Reports from the Year Books to the present time, and standard treatises on English and American Law. It also includes many valuable treatises on the Civil Law. It is open for the use of the student during the term, from 9 A. M. to 10 P. M. The students of the Law School also have access to the Astor Library, which contains a very extensive series of English and American Reports, with other valuable works on American and Foreign Law.

6. *Prizes*.—There are four money prizes awarded at the annual commencement to the members of the graduating class. Three of these prizes are awarded in Municipal Law. The examination for the prizes is conducted by the means of essays upon a selected subject and by written answers to printed questions. The first prize is \$250, the second \$150, the third \$100. In the department of Political Science, there is one prize of \$200. The examination consists of written answers to selected questions.

7. *Graduation and Admission to the Bar*.—An examination for graduation is held at the close of the Senior year, before the Professors of the Law School and the Law Committee of the college, occupying three days, and extending over the topics of Municipal Law, embraced within the studies of the course.

The degree of Bachelor of Laws is conferred upon such students as shall have pursued to the satisfaction of the Law Committee and the Professor of Municipal Law, the entire course of study, and shall have passed the requisite examination.

By chapter 202 of the laws of 1860, the graduates of the Law School are entitled to admission to practice in all the courts of the State, without further examination.

8. *Terms of Admission, Fees, &c., &c.* The students are divided into two classes, Senior and Junior. Any person of good moral character, whether a graduate of any college or not, may be admitted to either of the classes. Nearly all the students pursue the entire course.

The tuition fees are \$100 per year payable in advance, admitting the student to all the lectures. The fee for the diploma is \$5.

9. *Number of Students, Catalogues, &c., &c.* The number of students during the year was one hundred and seventy (170), of whom ninety-two (92) were in the Senior and seventy-eight (78) were in the Junior class. The graduating class numbered seventy-seven (77). The law school is now (1867) in the tenth year of its existence. The following table exhibits its numbers since its organization:

|              | Seniors. | Juniors. | Total |
|--------------|----------|----------|-------|
| 1858-59..... | 35       | --       | 35    |
| 1859-60..... | 28       | 35       | 63    |
| 1860-61..... | 61       | 42       | 103   |
| 1861-62..... | 79       | 38       | 117   |
| 1862-63..... | 90       | 56       | 146   |
| 1863-64..... | 99       | 72       | 171   |
| 1864-65..... | 93       | 77       | 170   |
| 1865-66..... | 61       | 119      | 180   |
| 1866-67..... | 92       | 78       | 170   |
| 1867-68..... | 78       | 102      | 180   |

Of the present number, one hundred (100) are graduates of thirty different colleges. A separate catalogue of the Law School is published annually.

The foregoing report was adopted at an adjourned meeting of the Trustees, held on the eighteenth day of December, in the year of our Lord one thousand eight hundred and sixty-seven; and it was ordered that the seal of the College be affixed to the same that it be signed by the Chairman, Treasurer and Clerk, and transmitted to the Regents of the University.

[L. S.]

HAMILTON FISH, *Chairman.*  
GOUV. M. OGDEN, *Treasurer.*  
WILLIAM BETTS, *Clerk.*

## II. UNION COLLEGE, SCHENECTADY.

*To the Regents of the University of the State of New York:*

The Trustees of Union College respectfully submit the following report for the year ending June 30th, 1867 :

1. *Number and Description of Professorships.*

2. *Trustees, Faculty and other officers.*

TRUSTEES.

|   |                      |
|---|----------------------|
| His Excellency Reuben E. Fenton, Governor,  | } <i>Ex Officio.</i> |
| Hon. Stewart L. Woodford, Lieut. Governor.  |                      |
| Hon. Francis C. Barlow, Secretary of State. |                      |
| Hon. Thomas Hillhouse, Comptroller.         |                      |
| Hon. Joseph Howland, Treasurer.             |                      |
| Hon. John H. Martindale, Att'y General.     |                      |

Rev. Jacob Van Vechten, D. D.

Edward C. Delavan, Esq.

Hon. Alonzo C. Paige, LL. D.

Hon. Reuben H. Walworth, LL. D.

James Brown, Esq.

Hon. Ira Harris, LL. D.

Hon. Bradford R. Wood.

Hon. William W. Campbell, LL. D.

Hon. Richard M. Blatchford, LL. D.

Rev. Ebenezer Halley, D. D.

Hon. David H. Little.

Rev. J. Trumbull Backus, D. D.

Hon. Clark B. Cochrane.

Clarkson N. Potter, Esq.

Hon. Robert Dennison.

FACULTY.

Rev. Laurens P. Hickok, D. D., President, and Professor of Mental and Moral Philosophy.

[Senate, No. 49.]



Tayler Lewis, LL.D., *Nott*-Professor (No. 6) of the Ancient and Oriental Languages.

—— ———, *Nott*-Professor (No. 1) of the Greek Language and Literature.

Isaac W. Jackson, LL. D., *Nott*-Professor (No. 2) of Mathematics.

John Foster, A. M., Professor of Natural Philosophy.

Jonathan Pearson, A. M., Professor of Natural History.

William M. Gillespie, LL. D., Professor of Civil Engineering, and Adjunct Professor of Mathematics.

Rev. Ransom B. Welch, A. M., *Nott*-Professor (No. 5) of Logic, Rhetoric and English Literature.

Benjamin Stanton, A. M., *Nott*-Professor (No. 7) of the Latin Language and Literature.

William Wells, A. M., Professor of Modern Languages and Literature.

Maurice Perkins, A. M., *Nott*-Professor (No. 3) of Analytical Chemistry, and Curator of the Museum.

Henry Whitehorne, A. M.. *Nott* (adjunct) Professor (No. 4),—Principal of the Classical Department of Schenectady Union School.

Charles F. Noble, A. B., Tutor in Greek.

Cady Staley, A. B., Tutor in Mathematics.

Jonathan Pearson, A. M., Treasurer and Librarian.

George Gilbert, A. M., Registrar.

The other officers and servants are a superintendent of college garden, farmer, teamster, two janitors, and three men of all work.

3. *Number of Students.*

The number of undergraduates was 142. The number of graduates, 49.

4. *Classification of Students.*

|  |       |
|--|-------|
| Seniors . . . . .                        | 37    |
| Juniors . . . . .                        | 35    |
| Sophomores . . . . .                     | 24    |
| Freshmen . . . . .                       | 26    |
| Students of the partial course . . . . . | 20    |
|  | <hr/> |
|  | 142   |
|  | <hr/> |

5. *College Terms.*

The fall term begins ten weeks after Commencement day, which occurs on Wednesday before the 4th of July, and continues 15 weeks; after a vacation of two weeks the Winter term begins, (January 2—January 8), and continues 12 weeks; after a vacation of one week, the Summer term begins, (April 4—April 10), and continues 12 weeks, to Commencement.

6. *Subjects and course of Study.*

## FRESHMAN CLASS.

*Third Term ending July 20, 1866.*—The literary exercises of the class were as follows: Greek; Herodotus, and Greek prose composition, with Professor Macy; Latin; Cicero, and prose composition, with Professor Stanton; French and German, with Professor Wells; Geometry, first five books, with Professor De Remer, and Vocal Culture, with Professor Welch.

*First Term, September to December, 1866.*—Greek; Xenophon's *Cyropædia* with Professor Macy; Latin; Livy and prose composition, with Professor Stanton; Algebra, with Tutor Snell; French and German, with Professor Wells; and Rhetoric, with Professor Welch.

*Second Term, from January to May, 1867.*—Greek; Xenophon's *Memorabilia*, with Tutor Noble; Horace, with Professor Stanton; French and German, with Professor Wells; Davies' Algebra, with Tutor Snell.

## SOPHOMORE CLASS.

*Third Term, May to July, 1866.*—Greek; Sophocles, with Professor Macy; Juvenal and Terence, with Professor Stanton; French and German, with Professor Wells; Trigonometry, with Professor Jackson; Vocal Culture, with Professor Welch; Land Surveying, with Professor De Remer; and Botany, with Professor Pearson.

*First Term, September to December, 1866.*—Homer's *Odyssey*, with Professor Macy; Horace, with Tutor Snell; French and German, with Professor Wells; Davies' Geometry, books VI–IX, with Professor Pearson; Clark's *Elements of English Language*, with Professor Welch.

*Second Term, January to May, 1867.*—Euripides' *Medea*, with Tutor Noble; Tacitus, with Tutor Noble; French and German, with Professor Wells; Conics, with Professor Pearson; Geometrical drafting, with Tutor Snell.

## JUNIOR CLASS.

*Third Term, May to July, 1866.*—Lectures on Ancient Philosophy, by Professor Lewis ; German, with Professor Wells ; Vocal Culture and Compositions, with Professor Welch ; Jackson's Mechanics, with Professor Foster ; Drafting, with Professor Gillespie ; Engineering Statics, with Professor De Remer ; Leveling, with Professor Gillespie ; Drafting, with Professor Gillespie ; Geology and Zoology, with Professor Perkins ; Mineralogy, with Professor Perkins ; Practical Chemistry, with Professor Perkins.

*Second Term, September to December, 1866.*—Plato's Phædon, with Professor Macy ; Cicero's Tusculan Disputations, with Professor Stanton ; French and German, with Professor Wells ; English Literature, with Professor Welch ; Chemistry, with Professor Perkins ; Analytical Geometry, with Professor Jackson ; Descriptive Geometry, with Professor Gillespie ; Surveying, with Professor Gillespie.

*Second Term, January to May, 1867.*—Æschylus' Prometheus, with Professor Stanton ; Lucretius' De Rerum Natura, with Professor Stanton ; French and German, with Professor Wells ; Whately's Rhetoric, with Professor Welch ; Calculus, with Professor Jackson ; Drafting and Mensuration, with Professor Gillespie ; Chemistry, with Professor Perkins ; Exercises in Laboratory, with Professor Perkins.

## SENIOR CLASS.

*Third Term, May to July, 1866.*—History of Philosophy, with President Hickok ; Theremin's Rhetoric, with Professor Welch.

*First Term, September to December, 1866.*—Mental Science, with President Hickok ; Hebrew, with Professor Lewis ; Lectures on History and Philosophy, by Professor Lewis ; Astronomy, with Professor Jackson ; Mechanics, with Professor Foster ; Engineering, with Professor Gillespie ; Rhetorical Exercises, with Professor Welch.

*Second Term, January to May, 1867.*—Moral Philosophy, with President Hickok ; Rational Psychology, with Professor Hickok ; Optics, with Professor Jackson ; Natural Philosophy, with Professor Foster ; Theremin's Rhetoric, with Professor Welch ; Lectures on Ancient Poetry, by Professor Lewis ; Civil Engineering, with Professor Gillespie.

## COURSE OF STUDIES.—CLASSICAL COURSE.

## FRESHMAN CLASS.

|             |      |  |          |
|-------------|------|--|----------|
| First Term  | .... | Livy—Three Books.....                  | Lincoln  |
|             |      | Xenophon's Cyropædia .....             | Owen     |
|             |      | Algebra—(continued)—to "Series" .....  | Davies   |
| Second Term | ...  | Horace—Three books of Odes, Prosody..  | Lincoln  |
|             |      | Xenophon—Memorabilia.                  |          |
|             |      | Algebra—(completed) .....              | Davies   |
| Third Term  | .... | Cicero De Senectute and De Amicitia .. | Thatcher |
|             |      | Homer—Iliad—Four Books.....            | Owen     |
|             |      | Geometry—Plane—Five Books.....         | Legendre |
|             |      | Throughout Freshman year, exercises in |          |
|             |      | Latin and Greek Composition .....      | Arnold   |

## SOPHOMORE CLASS.

|             |      |  |          |
|-------------|------|--|----------|
| First Term  | .... | Tacitus—History—Two Books; or,<br>Germania and Agricola.                 |          |
|             |      | Homer—Odyssey—Six Books .....  | Owen     |
|             |      | Geometry—Solid—Four Books.....   | Legendre |
|             |      | English Language .....   | Clark    |
| Second Term | ...  | Juvenal (1st, 3d and 10th,) and Ter-<br>ence (one.)                      |          |
|             |      | Euripides—One or Two Dramas.   |          |
|             |      | Conic Sections .....   | Jackson  |
| Third Term  | .... | Horace—Satires and Epistles  |          |
|             |      | Sophocles—Two Dramas.  |          |
|             |      | Trigonometry—Plane and Spherical ....                                    | Jackson  |
|             |      | Chaucer.   |          |
|             |      | Throughout Sophomore year, exercises<br>in translating Greek into Latin. |          |

## JUNIOR CLASS.

|             |      |  |          |
|-------------|------|--|----------|
| First Term  | ...  | Cicero—Tusculan Questions—Three Books. |          |
|             |      | Æschylus—Two Dramas.                   |          |
|             |      | Chemistry .....                        | Fownes   |
| Second Term | ..   | Quintilian.                            |          |
|             |      | Plato—Phædon or Gorgias.               |          |
|             |      | Rhetoric .....                         | Whately  |
|             |      | Chemistry .....                        | Fownes   |
| Third Term  | .... | Statics and Dynamics .....             | Jackson  |
|             |      | Geology and Zoology.....               | Dana     |
|             |      | Ancient Philosophy .....               | Lectures |

## SENIOR CLASS.

|             |  |           |
|-------------|--|-----------|
| First Term  | Plato contra Atheos—(Voluntary)  | Lewis     |
|             | Hydrostatics, Hydrodynamics, Pneumatics,   |           |
|             | Heat, Steam  | Jackson   |
|             | Optics   | Jackson   |
|             | Mental Philosophy  | Hickok    |
|             | Lectures on History of Philosophy  | Lewis     |
| Second Term | Aristophanes—Birds or Clouds—(Voluntary)   | Fenton    |
|             | Sound, Electricity, Magnetism, Galvanism,  |           |
|             | Electro-Magnetism  | Foster    |
|             | Astronomy  | Gummere   |
|             | Moral Philosophy   | Hickok    |
|             | Lectures on Ancient Poetry, &c.  | Lewis     |
| Third Term  | History of Philosophy  | Schwegler |
|             | Principles of Eloquence  | Theremin  |
|             | English Literature   | Lectures  |
|             | Lectures on Biblical Literature, Architecture, &c.   |           |
|             | Rhetorical Exercises by Seniors, Juniors and Sophomores, before the whole College, in Chapel, on Saturdays, at 8 A. M. |           |

## SCIENTIFIC COURSE.

## FRESHMAN CLASS.

|             |                                 |                |
|-------------|---------------------------------|----------------|
| First Term  | English Language                | Fowler         |
|             | French Grammar                  | Pujol          |
|             | German Grammar                  | Peissner       |
|             | Algebra (continued) to "Series" | Davies         |
| Second Term | Practical Rhetoric              | Day            |
|             | French Grammar and Reader       | Pujol          |
|             | German Grammar and Reader       | Peissner       |
|             | Algebra (completed)             | Davies         |
| Third Term  | History                         | Smith's Course |
|             | French Grammar and Reader       | Pujol          |
|             | German Reader                   | Woodbury       |
|             | Geometry—Plane—Five Books       | Legendre       |

## SOPHOMORE CLASS.

|            |                           |                   |
|------------|---------------------------|-------------------|
| First Term | French Classic Prose      | Pujol             |
|            | German Classic Prose      | Peissner's Course |
|            | Geometry—Solid—Four Books | Legendre          |
|            | English Language          | Clark             |

|                    |  |                   |
|--------------------|--|-------------------|
| Second Term . . .  | French Classic Poetry . . . . .          | Pujol             |
|                    | Italian Grammar . . . . .                | Fontana           |
|                    | Geometrical Draughting . . . . .         | Mahan             |
|                    | Conic Sections . . . . .                 | Jackson           |
| Third Term . . . . | German Classic Poetry . . . . .          | Peissner's Course |
|                    | Italian Reader . . . . .                 | Foresti           |
|                    | Trigonometry—Plane and Spherical . . . . | Jackson           |
|                    | Land Surveying (parts 1, 2, 3) . . . . . | Gillespie         |
|                    | Draughting (Voluntary) . . . . .         | Mahan             |
|                    | Chaucer.                                 |                   |
|                    | Botany (Voluntary) . . . . .             | Gray              |

## JUNIOR CLASS.

|                    |   |                  |
|--------------------|---|------------------|
| First Term . . . . | French Drama . . . . .                          | Racine—Corneille |
|                    | German Epic . . . . .                           | The Niebelungen  |
|                    | Analytical Geometry . . . . .                   | Davies           |
|                    | Descriptive Geometry . . . . .                  | Church           |
|                    | Chemistry . . . . .                             | Fownes           |
| Second Term . . .  | German Tragedy . . . . .                        | Schiller         |
|                    | Spanish Grammar . . . . .                       | Ahn              |
|                    | Rhetoric . . . . .                              | Whately          |
|                    | Chemistry . . . . .                             | Fownes           |
|                    | Differential and Integral Calculus (Vol.) .     | Davies           |
|                    | Draughting (continued) (Voluntary) . . .        | Lectures         |
| Third Term . . . . | German Tragedy . . . . .                        | Goethe           |
|                    | Spanish Reader . . . . .                        | Velasquez        |
|                    | Statics and Dynamics . . . . .                  | Jackson          |
|                    | Geology and Zoology . . . . .                   | Dana             |
|                    | Mineralogy (Determinative) (Voluntary) .        | Dana             |
|                    | Analytical Mechanics (Voluntary) . . . .        | Boucharlat       |
|                    | Draughting (continued) (Vol.) <i>Lectures</i> . | Gillespie        |

## SENIOR CLASS.

|                    |  |           |
|--------------------|--|-----------|
| First Term . . . . | Hydrostatics, Hydrodynamics, Pneumatics,                     |           |
|                    | Heat, Steam . . . . .  | Jackson   |
|                    | Optics . . . . .   | Jackson   |
|                    | Mental Philosophy . . . . .                                  | Hickok    |
|                    | Surveying (continued) parts IV–XII—<br>(Voluntary) . . . . . | Gillespie |
| Second Term . . .  | Sound, Electricity, Magnetism, Galvan-                       |           |
|                    | ism, Electro-Magnetism . . . . .                             | Foster    |
|                    | Astronomy . . . . .  | Gummer    |

|                   |   |           |
|-------------------|---|-----------|
| Second Term . . . | Moral Philosophy . . . . .                          | Hickok    |
|                   | Engineering Mensuration, etc. (Vol.) . . .          | Lectures  |
| Third Term . . .  | History of Philosophy . . . . .                     | Schwegler |
|                   | Principles of Eloquence . . . . .                   | Theremin  |
|                   | English Literature . . . . .                        | Lectures  |
|                   | Lectures on Biblical Literature, Architecture, etc. |           |
|                   | Higher Surv'g and Eng'g Statics (Vol.) . .          | Gillespie |

A complete list of the studies of the Civil Engineering Course (which continues two terms longer) is given on page 25.

Rhetorical Exercises by Seniors, Juniors and Sophomores before the whole college, in chapel, on Saturdays, at 8 A. M.

### CIVIL ENGINEERING.

This department was founded in 1845. Its object is to give its students such instruction in the theory and practice of Civil Engineering, as to qualify them for immediate usefulness in the field and office in a subordinate capacity, and at the same time to fit them to fill satisfactorily the higher positions in the profession after a moderate amount of experience in the routine of practice. The course of instruction aims to effect this by constant exercise in mechanical draughting, instrumental field work and numerical calculation, combined with the study of text-books, and lectures on the numerous subjects where books are wanting. Its facilities have recently been greatly increased by the acquisition of numerous models and instruments from the best European sources.\*

The Civil Engineering course can be taken by persons wishing to pursue it specially, with such collateral regular College studies as may be desirable. It is completed in two years, beginning with the Summer term, or College "Third Term," about May 1st, and ending about the last week in March, in time for its students to join parties then beginning the field work of the season. The fees are \$30 per term, including room rent, &c.

The subjects of the course are arranged in the order given below, so as to harmonize them with the terms of College, and the seasons of the year suitable to field work or otherwise. The course

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\* Among them are these: a complete set (fifty) of the beautiful *Olivier* models of Descriptive Geometry, showing the generations, transformations and intersection of "Rule surfaces;" the best stone-cutting models, (twenty) of *L'Ecole Polytechnique*; the Topographical models of M. Bardin; his models (70) of Geometrical intersections, &c.; his "Skew-arch" models; Mr. Doyne's dynamometer bridge-strain model; the levels of Egault, Troughton, &c.

is also so arranged and subdivided, that the more popular topics and the more specially technical ones come at different times; so that those students who desire merely a general knowledge of Civil Engineering as a part of a liberal education, and those who wish to study it professionally, can each be suitably accommodated. The instruction is also given at different hours from those of the regular recitations, so as to prevent any interference, and to enable its special students to pursue collaterally such of the regular studies as they are found to require.

## FIRST YEAR.

|             |  |
|-------------|--|
| Summer Term | Land Surveying; (Gillespie, parts 1, 2 3,) with field work, plats and calculations.<br>Draughting by Plans, Elevations, and Sections; or Perpendicular Projection. . . . . Mahan<br>Trigonometry; Plane and Spherical. . . . . Jackson |
| Fall Term   | Land Surveying continued, (Parts 4 to 12); and Levelling. . . . . Gillespie<br>Descriptive Geometry. . . . . Church<br>Analytical Geometry. . . . . Davies   |
| Winter Term | Draughting, continued.<br>Mensuration of Engineering Structures.<br>Differential and Integral Calculus. . . . . Davies   |

## SECOND YEAR.

|             |  |
|-------------|--|
| Summer Term | Higher Surveying. . . . . Gillespie<br>Statics and Dynamics. . . . . Jackson<br>Engineering Statics: The Strength of Materials.<br>Draughting, continued.<br>Analytical Mechanics. . . . . Boucharlat<br>Geology.  |
| Fall Term   | Road Engineering; with field practice, calculation of Earthwork, &c. . . . . Gillespie<br>Engineering Statics; the Stability of Structures.<br>Hydraulics, Pneumatics, Heat, &c. . . . . Jackson<br>Stereotomy; Applications of Descriptive Geometry to Stone Cutting, &c. . . . . Mahan |
| Winter Term | General Construction; Materials, Foundations, Masonry, Carpentry, &c. . . . . Mahan<br>Bridge Engineering; Plans and calculations of the forms and dimensions of Bridges of Wood, Iron and Stone.  |



Winter Term. . . Water Engineering; Canals, Water Supply, Drainage, River and Sea Coast Improvements, &c.  
Geodesy; and Practical Astronomy.

The recent extension of this course demands so much time and study from those who take it, that students of the complete College "Scientific course" *can not* pursue both at the same time. They can, however, with extra labor combine the two by making them "overlap," distributing the extra studies of the first four terms of the above course over the last seven terms of the regular course, and then completing the C. E. course in two terms after graduating. Their "extra" studies would then be taken in this order: *Sophomore, 3d term*, Draughting; *Junior, 2d term*, the Calculus and Draughting; *Junior, 3d term*, Analytical Mechanics and Draughting; *Senior, 1st term*, Surveying (continued) and Leveling; *Senior, 2d term*, Engineering Mensuration; *Senior, 3d term*, Higher Surveying and Engineering Statics; and in the two terms after graduating, the subjects noted in the last two terms above.

Students of only the special Engineering course, have the privilege of attending any of the regular College Courses on collateral subjects. They are earnestly advised, if their bodily and mental strength will permit, to combine with it the modern languages and the physical science of the Regular course, including more or less Chemical practice in the Analytical Laboratory. But, if their time will allow, their best plan is to enter as "Regular Scientific Students," and to pursue the complete course indicated in the preceding paragraph.

At the beginning of the last term of the course, students who are candidates for a diploma are required to undergo a written examination on the leading points of all their preceding studies. Those who pass it satisfactorily (and complete similarly the remainder of the course,) receive a diploma conferring the degree of "Graduate in Civil Engineering" (C. E.) and it is intended that this diploma shall be a guarantee of more than average ability and industry. The others receive certificates proportioned to what they have done, both as to quantity and quality.

Graduates in this course, who may choose to continue their studies another term, will receive directions and supervision from the Professor without fee, and can employ their time with great profit in the continuation and development of various useful subjects of investigation.

Architectural students will find a large part of this course (particularly the Draughting, Mensuration, Stereotomy, Strength and Stability, &c.,) adapted to their requirements. A special course of lectures on Architecture, considered historically and æsthetically, is given during the summer term. Students may enter at any point of the course for which they are qualified.

Military Engineering, embracing Reconnaissance, Military Bridges, Fortifications, &c., is taught in connection with the course of Civil Engineering.

NATURAL PHILOSOPHY.

The instruction in this department extends through three terms, commencing with the third term of the Junior year. Students, both of the Classical and Scientific course, and those in the Engineering department, recite in two divisions, one hour being given to each, five days in the week, and the subjects succeeding each other in the following order:

JUNIOR YEAR.

Third Term . . . . Statics and Dynamics . . . . . Jackson

SENIOR YEAR.

First Term . . . . Hydrostatics, Hydrodynamics, Pneumatics,  
Heat, Steam . . . . . Jackson  
Optics . . . . . Jackson  
Second Term . . Sound, Electricity, Magnetism, Galvanism,  
Electro-Magnetism . . . . . Foster

To secure at once precision and fullness, the instruction is mainly given from recently prepared text-books. Frequent lectures are, however, delivered, either to furnish illustration and proofs of principles by experiment, or to amplify particular subjects. Thus, after the completion of Statics and Dynamics, several lectures are devoted to mechanical "Work," in order that not only the construction and theory, but modes of determining the *efficiency* of the various hydraulic and pneumatic machines may be understood. All lectures are required to be written out by the students in full from the notes, and submitted for inspection. Numerous problems are also given on all the subjects, and are mostly so constructed that the calculated results may be verified by experiments before the class. Both to test the accuracy of the knowledge gained, and to ensure its ready command, several

written examinations are required in each term, usually near its close.

To learn the application of the Differential and Integral Calculus to Mechanics, the students of the Scientific and Engineering course recite daily, during the third term Junior, select portions of Boucharlat's Mechanics.

In most of the branches included in this department, the apparatus is sufficient for very complete experimental illustrations.

### CHEMISTRY.

In the Undergraduates' department, chemistry is taught by daily lectures and recitations during the first and second Junior terms.

Undergraduates are also permitted to attend the daily two-hour course of experimental Chemistry at the Laboratory ; for which there is an extra charge of \$12 per term for instruction and use of Laboratory.

The *Norr Laboratory* is open for special students, in all branches of Chemistry ; particularly students of Agriculture, Medical students, Pharmacutists, Manufacturing Chemists, Mineralogists, Metallurgists, students of Medical Jurisprudence, etc.

Students who desire to devote but a portion of their time to Chemistry, can pursue at the same time other studies in the collegiate courses, either collateral, as Geology, Mineralogy, &c., or any other. No previous knowledge of the science is required though highly desirable.

The course will include instruction in—

Theoretical and Experimental Chemistry, and systematic Qualitative and Quantitative Analysis, in all their branches ; and,

The solution of problems of research in experimental science and in the applications of science to the arts and manufactures.

The more thorough the previous acquaintance of the student with Mathematics, Mechanics, Physics, and General Chemistry, the better.

#### *Text-Books and Books of Reference.*

Fownes' Chemistry.

Will's Outlines of Chemical Analysis.

Fresenius' Analysis.

Cook's Chemical Physics.

Miller's Chemical Physics.

Miller's Elements of Chemistry.

Dalton's Physiology.

Percey's Metallurgy.

Knapp's Chemical Technology.

Dana's Mineralogy.

Gmelin's Hand-Book of Chemistry.'

Muspratt's Chemistry applied to Arts and Manufactures.

Lehmann's Physiological Chemistry.

Regnault's Elements de Chimie.

Fees for full course, \$35 per term ; for half-day course, \$25 per term.

Students are not required to purchase the apparatus which they use, but are charged for what they consume and injure.

They also pay for the chemicals which they consume. The above extras amount to from \$2 to \$20 a term.

### NATURAL HISTORY.

Mineralogy is taught during the third Junior (summer) term by a daily course of practical lessons, illustrated by a complete set of crystal models, and a series of six hundred specimens for determination by crystallographic and blowpipe examination.

Geology is taught during the same term by a daily course of lectures and recitations.

The facilities for instruction in these departments have recently been largely increased by the addition to the College Cabinet of the Wheatley Collection of Minerals and Shells, purchased by E. C. Delavan, Esq., for ten thousand dollars, and by him presented to the college. About three thousand of its specimens have been systematically arranged and labeled for the purpose of instruction, and form a collection which stands among the first in the country in value and interest. In addition, a suite of the ores of the useful metals, comprising about a thousand specimens, have been arranged to illustrate their mode of occurrence and geographical distribution. The college is also in possession of a series of specimens, representing the rocks of the State of New York, and some of the most important fossils. The cabinet of recent shells, which forms a part of the Wheatley collection, comprises about five thousand species, among which the land and fresh water genera are peculiarly well represented.

Botany is taught during the summer term, both from text-book (Gray's) and practically in the field.

## LOGIC, RHETORIC, AND ENGLISH LITERATURE.

The instruction in Logic and Rhetoric, includes the use of text books—lectures—and practical exercises in vocal culture, declamation and the various forms of composition. In the study of English Literature, it is the aim to secure an acquaintance with the historical development of the language, and the course of English thought as expressed at different periods, in the works of representative men.

The Freshmen have exercises once a week in vocal culture, declamation, and the elementary forms of composition.

The first term of the Sophomore year, is devoted to the study of a text-book on Rhetoric, and the critical study of words, their origin and uses. At each recitation two or more essays are read; and the declamation of select pieces, composition, or an exercise in vocal culture once a week, is continued through the year.

The second term of the Junior year is given to the study of rhetoric or logic and the critical examination of models of eloquence. The third term of the Senior year is devoted to the study of the principles of eloquence and to lectures on English Literature. The rhetorical exercises of the Junior or Senior classes consist of essays, discussions, original declamations, from six or more members of each class, once a week.

Public rhetorical exercises are held in the Chapel every Saturday morning, in which the three older classes take part; the Seniors and Juniors, by the delivery of original pieces.

The text book and books of reference are as follows:

IN RHETORIC:—Coppee's *Rhetoric*; Whately's *Rhetoric* and *Logic*; Theremin on *Eloquence*; the great *Speeches* of Webster and Hayne.

IN ENGLISH LITERATURE:—Clark's *English Language*; Marsh's *Lectures on the English Language and Literature*; Craik's *English Literature*; Trench's various works; Milton's *Paradise Lost*; Chaucer's *Legende of Goode Women*.

## MENTAL AND MORAL SCIENCE.

The order of instruction pursued in these studies is given in the text-books used; but a wide margin is filled in by lectures and oral comments, explanations and illustrations. The end sought to be secured is a systematic and not merely elementary or fragmentary apprehension of the subject in hand, each part having its relation to a whole, and its connection and place in the whole.

being necessary to be apprehended in order to any adequate knowledge of the fact itself. The student is not only examined from the text book, but leading questions are put as the lesson proceeds, designed to bring out his own powers, and to awaken individual thought and independent reflection. The class are all required to write on themes furnished in the order of the course, and given out by the teacher to separate divisions successively. It is made the design of this composition to secure correct and clear thought, expressed distinctly and definitely, and to keep the attention precisely to the point while giving completeness to the whole discussion, with less regard in this exercise to rhetorical embellishment. Other authors are referred to as desirable for the student to read as opportunity may be afforded, and his attention is directed to such as treat on the same or collateral topics. Different views and theories are noticed and examined as the course proceeds, and the whole ground of investigation on the topic in hand, is laid open before the class as completely as may be. The constant aim is to cultivate the habit of manly and independent though careful and patient reflection.

MENTAL PHILOSOPHY (Hickok's) is taught in the first term of the Senior year; MORAL PHILOSOPHY (Hickok's) is taught in the Senior second term; and the HISTORY OF PHILOSOPHY (Schwegler's) in the third term.

#### 7. *Other Literary Exercises—Prizes.*

Exercises in composition, declamation and debate, besides those mentioned under the last head, are afforded by the Literary Societies, the Theological Society, and the Senate.

*Freshman Scholarships.*—Prize Scholarships have been founded by the late President Nott, to be awarded to candidates who shall severally pass such thorough examination as shall entitle them to the distinction. The incumbents of these scholarships will receive at the end of each collegiate year a Gold Medal or its value in cash, as they may elect, to wit: at the end of the Freshman year, fifteen dollars; twenty at the end of the Sophomore year; twenty-five at the end of the Junior year, and thirty at the end of the Senior year, provided that they shall comply with the rules prescribed by the founder of the scholarships; among which is the pledge on the part of each, that he will neither use intoxicating liquor as a beverage, nor tobacco in any of its forms, so long as he shall continue to receive the avails of the scholarship which has been awarded to him.

*The Blatchford Oratorical Medals.*—Hon. R. M. Blatchford, LL. D., has founded an Oratorical Prize, consisting of two Gold Medals, of the value of the income of \$1,000, to be given to the two members of the graduating class who shall deliver the best Orations; “regard being had alike to their elevated and classical character, and to their graceful and effective delivery.” Accordingly two medals will be awarded, one of the value of \$40, to the best written and spoken Oration, and one of the value of \$30, to the second best; to be determined by a committee appointed for that purpose; their award to be announced to the audience at the close of the exercises.

*The Warner Prize.*—Hon. H. G. Warner, of Rochester, has founded an Annual Prize, consisting of a piece of Silver Plate of the value of \$50, to be awarded to “The Graduate of Union College Classical course, who shall reach the highest standing in the performance of collegiate duties, and also sustain the best character for moral rectitude and deportment, without regard to religious practice or profession.” The prize is to be awarded on Commencement day by the officers of the college, in accordance with certain conditions prescribed by the donor.

*The Ingham Prize.*—Hon. Albert C. Ingham, LL. D., of Madison, Wis., for the purpose of promoting a familiarity with the best English classics, has founded an Annual Prize of seventy dollars (in the form of plate, or money, as preferred) to be awarded to that member of the Senior Class, (connected with the college for not less than two years) who shall present the best essay on one of two subjects previously assigned in English Literature or History. This Prize is to be awarded on Commencement day by a committee appointed in accordance with certain conditions prescribed by the founder.

The subjects for the current year are: “The English Essay,” and “English Historical Composition.”

*Prize Essays.*—Prizes will be awarded to the two members of the Senior class who shall present the best Essays in English literature, on subjects assigned the previous term.

*Prize Speaking.*—Prizes will be awarded to the two members of the Junior and Sophomore classes respectively, who shall deliver the best Oration on the occasion of Prize Speaking during Commencement week. Six Juniors and four Sophomores will be selected for this exercise; regard being had both to composition and to delivery.



The Prizes will be in the form of valuable books, and will be announced at Commencement.

### 8. *Examinations.*

These take place at the close of each collegiate term.

### 9. *Mode of Instruction.*

In most of the studies instruction is imparted by daily recitations from text-books ; if by lectures, the student is required to take notes, and be examined upon the subjects thus presented.

### 10. *Discipline.*

The discipline of the college is administered by the president. The standing of each student, both as it respects scholarship and deportment, is reported at least once each session to his parent or guardian, and is recorded by the registrar.

### 11. *Gratuitous Aid.*

The income of \$50,000 is devoted to the assistance of indigent young men, thus diminishing their college bills at least one-half. The number assisted during the past year was as follows :

|                                     |    |
|-------------------------------------|----|
| Term ending July 20, 1866 .....     | 26 |
| Term ending December 14, 1866 ..... | 27 |
| Term ending April 5, 1867 .....     | 27 |

In addition to the above, many students settle their bills with their notes, which are seldom paid. The yearly loss from these transactions vary from \$500 to \$1,000.

### 12. *College Laws.*

None in print, with the exception of a brief abstract.

### 13. *Description and Value of College Buildings.*

See Seventy-third Annual Report of the Regents, page 37.

### 14. *Description and Value of other College Property.*

| ASSETS.*                  |            |
|---------------------------|------------|
| Cash on hand .....        | \$3,182 58 |
| Bonds and mortgages ..... | 74,751 20  |

---

\*The college buildings, with the library and other property contained in them, and the grounds constituting the site, and not disposable, have no fixed pecuniary value attached to them in this set of accounts.



|  |             |
|--|-------------|
| Permanent leases .....                       | \$8,16      |
| Certificates of trust (Hunter's Point) ..... | 43,20       |
| Bills receivable .....                       | 10,98       |
| Bank stocks .....                            | 1,35        |
| Real estate—for sale .....                   | 14,85       |
| Hunter's Point trust .....                   | 7,00        |
| Sundry accounts .....                        | 2,26        |
|  | <hr/>       |
|  | \$165,75    |
|  | <hr/> <hr/> |

## FUNDS AND LIABILITIES.

|                                      |             |
|--------------------------------------|-------------|
| President and professors' fund ..... | \$78,48     |
| Indigent students' fund .....        | 50,00       |
| Nott trust fund .....                | 8,99        |
| Warner prize fund .....              | 71          |
| Ingham prize fund .....              | 1,00        |
| Wheatley collection .....            | 14          |
| Sundry accounts .....                | 42          |
|                                      | <hr/>       |
|                                      | \$139,76    |
| Net capital .....                    | 25,99       |
|                                      | <hr/>       |
|                                      | \$165,75    |
|                                      | <hr/> <hr/> |

In addition to the above, the college holds the Nott Trust of which the following is an exhibit of assets and liabilities 29th, 1867 :

| ASSETS.*                      |             |
|-------------------------------|-------------|
| Cash on hand .....            | \$6,77      |
| Certificates of residue ..... | 7,00        |
| Preferred certificates .....  | 110,00      |
| Real estate .....             | 4           |
| Bills receivable .....        | 23,85       |
| Hunter's Point trust .....    | 1,05        |
| Union college .....           | 8,99        |
| Bonds and mortgages .....     | 38,43       |
|                               | <hr/>       |
|                               | \$196,15    |
|                               | <hr/> <hr/> |

\* The real estate belonging to Nott trust fund, at Green and Hunters's Points, being unsold, is not included in these accounts.

## UNION COLLEGE.

35

## DEBTS AND LIABILITIES.

None.

|                   |              |
|-------------------|--------------|
| Net capital ..... | \$196,159 70 |
|-------------------|--------------|

15. *Revenue.*

The revenue of the college is derived chiefly from term bills and the income of the *New York State* and *Nott Trust Funds*.

16. *Debts.*

None.

17. *Income and Expenditure for the year ending June 29, 1867.*

## INCOME.

|                                      |             |
|--------------------------------------|-------------|
| Interest and dividends .....         | \$8,558 09  |
| Real estate—rents .....              | 526 15      |
| Tuition .....                        | 6,677 00    |
| Library .....                        | 176 58      |
| Buildings—room rents .....           | 866 81      |
| General expenses—for fuel, etc. .... | 2,180 02    |
| Graduates—old bills paid .....       | 751 12      |
| Diplomas .....                       | 5 00        |
|                                      | <hr/>       |
|                                      | \$19,740 77 |
| Net loss .....                       | 2,187 28    |
|                                      | <hr/>       |
|                                      | \$21,928 05 |
|                                      | <hr/>       |

## EXPENDITURES.

|                                    |             |
|------------------------------------|-------------|
| Paid to account of                 |             |
| Instruction—salaries .....         | \$12,141 79 |
| Students—suspended accounts .....  | 422 09      |
| Site—labor, &c. ....               | 535 52      |
| Treasury office—salaries, &c. .... | 2,120 99    |
| Apparatus .....                    | 10 30       |
| College garden .....               | 400 00      |
| Incidentals .....                  | 381 79      |
| Analytical laboratory .....        | 389 05      |
| Indigent students .....            | 1,123 00    |
| Warner prize .....                 | 50 00       |
| Ingham prize .....                 | 70 00       |
| Union school scholarship .....     | 45 00       |
| Printing—catalogues, &c. ....      | 231 66      |
| Insurance .....                    | 588 05      |

LITERARY COLLEGES.

|                         |             |
|-------------------------|-------------|
| Law expenses .....      | \$50 C      |
| W. Sillerman .....      | 1 S         |
| President's house. .... | 2,933 C     |
| Taxes .....             | 433 S       |
|                         | <hr/>       |
|                         | \$21,928 C  |
|                         | <hr/> <hr/> |

NOTT TRUST FUND.

INCOME.

|  |             |
|--|-------------|
| Interest—on bonds and certificates ..... | \$12,379 S  |
| Net loss .....                           | 8,661 S     |
|  | <hr/>       |
|  | \$21,041 1  |
|  | <hr/> <hr/> |

EXPENDITURES.

|                       |             |
|-----------------------|-------------|
| Paid to account of    |             |
| Professors .....      | \$10,740 S  |
| Prizes .....          | 63 C        |
| Visitors .....        | 526 C       |
| Profit and loss ..... | 9,551 4     |
| Incidentals .....     | 160 C       |
|                       | <hr/>       |
|                       | \$21,041 1  |
|                       | <hr/> <hr/> |

18. *Price of Tuition.*

|   |             |
|---|-------------|
| Tuition, per term .....                                 | \$15 C      |
| Room rent .....   | 3 C         |
| Servants hire, fuel for public rooms, printing, &c. . . | 7 C         |
|   | <hr/>       |
|   | \$25 C      |
|   | <hr/> <hr/> |

ANNUAL EXPENSES.

|                               |               |
|-------------------------------|---------------|
| College bills and board ..... | \$220 to \$31 |
| Fuel and lights .....         | 20 to S       |
| Washing .....                 | 10 to 1       |
|                               | <hr/>         |
|                               | \$250 to \$35 |
|                               | <hr/> <hr/>   |

19. *Close of Report.*

This report is submitted in accordance with a resolution of the board of trustees of Union College, passed July 27, 1859, directing that the finance committee be authorized to prepare the Annual Report to the Regents of the University.

[L. S.]

J. TRUMBULL BACKUS,

A. C. PAIGE,

*Finance Committee of the Board of Trustees.*

JONATHAN PEARSON,

*Treasurer, &c.*

UNION COLLEGE, *Dec.* 29, 1867.

### III. HAMILTON COLLEGE, CLINTON, ONEIDA COUNTY.

*To the Regents of the University of the State of New York :*

The Trustees of Hamilton College, complying with a requisition of the Regents of the University of the State of New York, submit the following as a true report of its condition and progress during the collegiate year ending July 18, 1867 :

#### 1. *Trustees, Faculty and other Officers.*

##### TRUSTEES.

John J. Knox, Esq., Augusta.  
Hon. Hiram Denio, LL. D., Utica.  
Hon. James R. Lawrence, LL. D., Syracuse.  
Prof. Samuel B. Woolworth, LL. D., Albany.  
Sands Higinbotham, Esq., Oneida.  
Hon. Henry A. Foster, LL. D., Oswego.  
Rev. Simeon North, D. D., LL. D., Clinton.  
Rev. Robert W. Condit, D. D., Oswego.  
Hon. Horatio Seymour, LL. D., Utica.  
Hon. Othniel S. Williams, Clinton.  
Rev. Samuel H. Gridley, D. D., Waterloo.  
Hon. Edmund A. Wetmore, Utica.  
Rev. George S. Boardman, D. D., Cazenovia.  
Rev. Philemon H. Fowler, D. D., Utica.  
Rev. William C. Wisner, D. D., Lockport.  
Simeon Benjamin, Esq., Elmira.  
Hon. William J. Bacon, LL. D., Utica.  
Rev. Samuel W. Fisher, D. D., Utica.  
William D. Walcott, Esq., New York Mills.  
Rev. A. Delos Gridley, Clinton.  
Rev. Thomas S. Hastings, D. D., New York.  
Rev. Frank F. Ellinwood, D. D., New York.  
Hon. Othniel S. Williams, Secretary and Treasurer.  
Rev. N. W. Goertner, D. D., Commissioner.

## FACULTY.

Rev. Samuel Gilman Brown, D. D., President and Wolcott Professor of the Evidences of Christianity. Elected November 7, 1866.

Charles Avery, LL. D., Professor of Natural Philosophy, Chemistry and Civil Engineering. Elected August 12, 1854.

Rev. Nicholas W. Goertner, D. D., College Pastor. Elected July 15, 1863.

Christian H. F. Peters, Ph. D., Litchfield Professor of Astronomy and Director of the Litchfield Observatory. Elected July 20, 1858.

Oren Root, LL. D., Professor of Mathematics, Mineralogy and Geology. Elected November 21, 1849.

Rev. William N. McHarg, A. M., Professor of the Latin Language and Literature. Elected May 20, 1862.

Ellicott Evans, LL. D., Maynard Professor of Law, History, Civil Polity and Political Economy. Elected November 13, 1860.

Edward North, A. M., Robinson Professor of the Greek Language and Literature. Elected December 27, 1843.

Rev. Anson Judd Upson, A. M., Kingsley Professor of Logic, Rhetoric and Elocution. Elected July 26, 1853.

Rev. Horace P. V. Bogue, A. M., Tutor. Elected July 15, 1866.

Hon. Othniel S. Williams, Secretary and Treasurer. Elected July 23, 1850.

A carpenter and three men servants were employed to keep the buildings in repair, to dress the college grounds, and to do work in rooms occupied by students.

2. *Number of Students and Graduates.*

|  |       |
|--|-------|
| The whole number of students was.....          | 174   |
| Of whom, left College for various reasons..... | 5     |
| Graduated, July 18, 1867.....                  | 32    |
| Whole number of graduates.....                 | 1,190 |

The average age of those in the graduating class was  $23\frac{1}{2}$  years. There was no student in any class under the age of fourteen.

The youngest under graduate was 14, and the oldest was 29.

In choosing their occupation, the members of the graduating class decided as follows:

|                |    |                |   |
|----------------|----|----------------|---|
| Theology ..... | 6  | Business ..... | 4 |
| Teaching.....  | 10 | Medicine ..... | 1 |
| Law.....       | 10 | Editing .....  | 1 |

3. *Classification of Students.*

|                                 |       |
|---------------------------------|-------|
| 1. In the Senior class .....    | 34    |
| 2. In the Junior class .....    | 44    |
| 3. In the Sophomore class ..... | 51    |
| 4. In the Freshman class .....  | 45    |
|                                 | <hr/> |
|                                 | 174   |
|                                 | <hr/> |

4. *Academic Degrees.*

The following are the names of those who received Academic Degrees at the last commencement, July 18, 1867:

*Bachelors in Course.*—Howard Allison, James Billions Avery, Charles Edwin Babcock, Edwin Baldwin, Frederick Eugene Barnard, Isaac Oliver Best, Amory Howe Bradford, David Riddle Breed, Edwin Jerome Brown, Frank Van Ness Bullard, Duane Conant, Samuel Jackson Fisher, Rufus Smith Green, James Earl Hall, Nicoll Halsey, Martin Foster Hollister, George Wolcott Hubbell, John Wilford Jacks, Frederick Henry Kellogg, Elliott Pardee Kisner, John Thomas Knox, Chester Jennings Lyons, John Dudley Norton, Albert Pardon Potter, Charles Edmund Rice, Sidney Allyn Sherwin, Alexander Coburn Soper, William Henry Stratton, Joseph Leonard Waugh, Theodore Benjamin Wetling, Samuel William Wetzels, Elliott Strong Williams.

*LL.B. in Course.*—Edward Amenso Davis, William Waggoner Nelles.

*A. M. in Course.*—Edward Woodbridge Avery, Horace Hobart Hollister, Wallace Budlong Childs, Willard Adams Cobb, James McKnight Craig, Phillip Clinton Curran, Charles Thomas Dering, Richard Allison Elmer, Theodore Faxton Gardner, Ward Hunt, Jr., William Hutton, Jr., Payson Hungerford Miner, Willard Peck, Frank William Plant, Kendrick Solomon Putnam, Willard Bradley Rising, Elihu Root, Darius Parker Sackett, Henry Martyn Simmons, Stephen Terry, Ezra Barton Wood.

*A. M. Honorary.*—Daniel Pratt Baldwin, Rev. Hiram Eddy, Dan Parmelee Eells, Andrew McMillan, Col. Frank Place, George Galetzin Truair, Rev. Charles Edward Robinson.

*LL.D. Honorary.*—Hon. Calvin Tilden Hulburd.

*D. D. Honorary.*—Rev. Charles Peck Bush, Rev. Alfred Bailey Goodrich, Rev. John Jermain Porter.

5. *Collegiate Sessions.*

1. From the second Wednesday in September . . . . . 13 weeks
2. From the second Wednesday in January . . . . . 13 weeks
3. From the fourth Wednesday in April . . . . . 12 weeks

6. *Course of Study.*

The full course of under-graduate study occupies four years, and no provision is made for students in a partial or scientific course. Students in all classes are required to attend three exercises each day. Biblical recitations are held each Monday morning, and rhetorical exercises are attended by all the students, in the chapel, on Wednesdays and Saturdays. The following table exhibits the course of study in the several classes, with the number of exercises during the past year, and the names of the instructors having charge of them:

## FRESHMAN YEAR.

|  |                     | Exercises. |
|--|---------------------|------------|
| 1. Mandeville's Elocution . . . . .          | Professor Upson . . | 68         |
| 2. Perkins' Algebra . . . . .                | Tutor Bogue . . . . | 48         |
| 3. Homer's Odyssey . . . . .                 | Professor North . . | 45         |
| 4. Biblical Exercises . . . . .              | Tutor Bogue . . . . | 36         |
| 5. Livy's History . . . . .                  | Professor McHarg .  | 72         |
| 6. Homer's Iliad . . . . .                   | Professor North . . | 45         |
| 7. Odes of Horace . . . . .                  | Professor McHarg .  | 72         |
| 8. Herodotus' History . . . . .              | Professor North . . | 45         |
| 9. Robinson's Geometry . . . . .             | Tutor Bogue . . . . | 96         |
| 10. Lectures on Elocution . . . . .          | Professor Upson . . | 5          |
| 11. Lectures on Classical Authors . . . . .  | Professor North . . | 6          |
| 12. Class Exercises in Composition . . . . . | Tutor Bogue . . . . | 36         |
| 13. Chapel Rhetorical Exercises . . . . .    | Professor Upson . . | 70         |

## SOPHOMORE CLASS.

|  |                      |    |
|--|----------------------|----|
| 1. Surveying and Navigation . . . . .        | Professor Root . . . | 40 |
| 2. Satires and Epistles of Horace . . . . .  | Professor McHarg .   | 45 |
| 3. Arnold's Prose Composition . . . . .      | Professor McHarg .   | 30 |
| 4. Fasquelle's French Course . . . . .       | Tutor Bogue . . . .  | 48 |
| 7. Blair's Rhetoric . . . . .                | Professor Upson . .  | 40 |
| 5. Dumas' Life of Napoleon . . . . .         | Tutor Bogue . . . .  | 40 |
| 6. Robinson's Trigonometry . . . . .         | Professor Root . . . | 70 |
| 7. Tacitus' "Germania et Agricola" . . . . . | Professor McHarg .   | 40 |
| 8. Didot's Theocritus . . . . .              | Professor North . .  | 45 |



|  |                    |   |
|--|--------------------|---|
| 9. Loomis Analytical Geometry .....      | Professor Root ... | 7 |
| 10. Demosthenes' "De Corona" .....       | Professor North .. | 4 |
| 11. Biblical Exercises .....             | Professor McHarg.  | 3 |
| 11. Class Exercises in Composition ..... | Professor North .. | 3 |
| 12. Chapel Rhetorical Exercises .....    | Professor Upson .. | 7 |
| 13. Lectures on Greek Poets and Orators. | Professor North .. | 1 |
| 14. Lectures on Latin Authors .....      | Professor McHarg   |   |
| 15. Lectures on English Literature.....  | Professor Upson..  | 1 |
| 16. Lectures on Mineralogy & Conchology  | Professor Root...  | 3 |

## JUNIOR CLASS.

|   |                    |   |
|---|--------------------|---|
| 1. Tacitus' Histories, .....              | Professor McHarg.  | 6 |
| 2. Æschylus "Agamemnon" .....             | Professor North .. | 6 |
| 3. Differential and Integral Calculus.... | Professor Root ... | 4 |
| 4. Peck's Natural Philosophy.....         | Professor Avery..  | 8 |
| 5. Sophocles' "Antigone" .....            | Professor North .. | 6 |
| 6. Greek Composition .....                | Professor North .. | 2 |
| 7. Olmsted's Astronomy .....              | Professor Root ... | 4 |
| 8. Woodbury's German Course.....          | Tutor Bogue.....   | 4 |
| 9. Whately's Rhetoric .....               | Professor Upson..  | 3 |
| 10. Coppee's Logic .....                  | Professor Upson..  | 3 |
| 11. Lectures on Classical Literature..... | Professor North .. | 1 |
| 12. Lectures on Ancient History .....     | Professor McHarg.  |   |
| 13. Lectures on Shakespeare .....         | Professor Upson..  | 1 |
| 14. Goldsmith's History of England ....   | Professor Evans .. | 4 |
| 15. Lectures on Natural Philosophy.....   | Professor Avery..  | 2 |
| 16. Biblical Exercises .....              | Professor Upson..  | 3 |
| 17. Forensic Disputations .....           | Professor Upson..  | 3 |
| 18. Chapel Rhetorical Exercises .....     | Professor Upson..  | 7 |

## SENIOR CLASS.

|                                       |                    |   |
|---------------------------------------|--------------------|---|
| 1. Hamilton's Metaphysics .....       | President Brown..  | 7 |
| 2. Bowen's Political Economy .....    | Professor Evans .. | 4 |
| 3. Lectures on Chemistry .....        | Professor Avery..  | 6 |
| 4. Duer's Constitutional Law .....    | Professor Evans .. | 2 |
| 5. Lectures on the Will .....         | President Brown .  | 1 |
| 6. Essays in Mental Philosophy .....  | President Brown .  | 2 |
| 7. Blackstone's Commentaries .....    | Professor Evans .. | 7 |
| 8. Evidences of Christianity .....    | President Brown..  | 3 |
| 9. Dana's Geology .....               | Professor Root ... | 4 |
| 10. Lectures on Law and History ..... | Professor Evans .. | 2 |
| 11. Wayland's Moral Philosophy .....  | Professor McHarg.  | 4 |

|  |                    |    |
|--|--------------------|----|
| 12. Essays in Moral Philosophy . . . . .     | Professor McHarg.  | 25 |
| 13. Lectures on <i>Æsthetics</i> . . . . .   | President Brown .  | 6  |
| 14. Forensic Disputations in class . . . . . | Professor Evans .. | 30 |
| 15. Original Orations in Chapel . . . . .    | Professor Upson..  | 40 |
| 16. Civil Engineering . . . . .              | Professor Avery..  | 10 |
| 17. International Law . . . . .              | Professor Evans .. | 5  |

### 7. *Prize Contests.*

Ten contests for prizes were held during the year, and a large number of students engaged in them. A thorough trial of their influence has proved that they are decidedly beneficial in promoting industry, removing temptations to useless reading, and in elevating the standard of scholarly discipline and attainment throughout the institution.

(1.) The examination for the Curran classical prizes and Hawley medals, was held March 20th, and lasted five hours. It was conducted by means of printed questions, with fifteen contestants from the Junior class. The first prize was awarded to William T. Laird, of Stittsville; and the second to Charles Francis Jones, of Clinton. The committee of award were Prof. George C. Sawyer, and Chas. M. Davis, both of Utica. The Hawley medals were awarded to William Reed Jerome, of Clinton, Joseph Addison Marshall, of Vernon, Martin Rumsey Miller, of Ogdensburg, and Edwin M. Nelson, of St. Louis.

(2.) The Head Prize was awarded to Amory Howe Bradford, of Suspension Bridge, and his oration on "The Intellectual rank of Alexander Hamilton among his Cotemporaries," was pronounced on commencement day.

(3.) The Pruyn medal was awarded by the Faculty to Duane Conant, of Middle Granville, and his oration on "The Duties of Educated Young Men to the State," was pronounced by him on commencement day.

(4.) At the Thirteenth Clark Prize Exhibition, June 12th, six original orations were publicly delivered by as many contestants, chosen according to the merit of the orations from the Senior class. The prize was adjudged by the Faculty to Sidney A. Sherwin, of Batavia, for his oration on "The Legacy of the Federalists."

(5.) At the First Kingsley Prize Debate, on Monday afternoon, July 15th, four candidates chosen from the Senior class, contested for two prizes in extemporaneous speaking. The first prize was awarded to David Riddle Breed, of Pittsburg, Pa., and the second

to Chester J. Lyon, of Lyon's Falls. The committee of award were Hon. Hiram Denio, LL.D., Hon. Ward Hunt, and Rev. P. H. Fowler, D. D.

(6.) The examination for the Underwood prizes in Chemistry, was held June 12th, with contestants from the Senior class. The first prize was awarded to John Wilford Jacks, of Batavia, and the second to Howard Allison, of Chester. The committee of award were Prof. William Mather, M. D., Prof. Ambrose P. Kelsey, and Prof. E. Walstein Root.

(7.) The examination for the Tompkins Mathematical prizes was held July 6th, with contestants from the Sophomore class. It was conducted by means of printed questions and problems, to which written solutions were required. The committee awarded the first prize to Kirk P. Crandall, of Babcock Hill, and the second to John C. Fowler, of Canastota. The committee were Prof. C. H. F. Peters, and Prof. Oren Root, Jr.

(8.) At the prize examination in Mechanics, July 6th, the first prize was awarded to John D. Henderson, of Norway, and the second to Geo. M. Snyder, of Honesdale, Pa., members of the Junior class. Committee: Prof. Theodore Strong, LL. D., and Prof. Charles Avery, LL. D.

(9.) Prizes were given for Essays in English Composition, on the following subjects:

In the Junior class, to J. Hazleton Willard's essay on "*Æschylus and Shakespeare as Analysts of Character*;" and to Cassius H. Dibble's essay on "*The Art of Extemporaneous Speaking*."

In the Sophomore class, to Samuel D. Halliday's essay on "*Goldsmith's Latin Epitaph*," and to James H. Ecob's essay on "*Descriptions of Nature in American Poetry*."

In the Freshman's class, to J. Platt Underwood's essay on the "*History of Time-keepers*," and to Homer W. Searle's essay on "*The Translators of Homer*."

These awards were made by two committees. One-half of the essays were examined by Henry A. Homes, Esq., Prof. Frederic S. Jewell, and Prof. Daniel J. Pratt, of Albany. The other half were examined by Hon. Lewis Kingsley, Prof. M. L. Ward, and Rev. Samuel Scoville, of Norwich. Finally, there were prize declamations on Monday evening of commencement week, by four contestants from each of the three lower classes. The successful declaimers were Chas. H. Sedgwick and Albert E. Pattison, of the Junior class; Charles H. Searle and Edward C. Crowell, of the

Sophomore class, and James H. Hoadley and Fred. A. Sackett, of the Freshman class. The committee of award were Rev. Grosvenor W. Heacock, D. D., of Buffalo, Rev. Albert H. Corliss, and Rev. Arthur T. Pierson, of Waterford.

### 9. *Examinations.*

In addition to the special contests for prizes, four regular examinations, open to the public, were held during the year; one at the close of each of the three terms, and a fourth for the Senior class during the eighth week of the summer term. Each of these examinations occupied six days. Each student was required to pass an examination on all the studies of his class, and special sessions were held for the hearing of delinquents.

### 10. *Mode of Instruction.*

In most of the studies, recitations are made from approved text-books, with familiar explanations and criticisms by the instructor. Text-books were excluded from the class room during the hours of recitation and examination, in all cases where the nature of the study would permit it. In mathematical, philosophical, and classical studies, the blackboard was in daily use, and found to be highly serviceable as a means of instruction and mental discipline.

### 11. *Discipline.*

For particulars under this head the trustees would refer to chapter tenth of the printed laws of Hamilton college. A written excuse is required for every absence from duty, unless the excuse is rendered in advance. Five unexcused absences are followed by an admonition in the presence of the faculty; a warning is given for ten unexcused absences, with a letter to the parent or guardian, and six warnings are equivalent to a suspension. A student whose standing for the course is below five is not allowed to appear on commencement day.

### 12. *Gratuitous Aid.*

It is provided by a resolution of the trustees, that in extreme cases, where the student's circumstances render it necessary, his bills for tuition may be remitted, provided he proves himself a worthy member of the college, and completes the undergraduate course. Under this provision, the bills of about thirty students are annually remitted. A few scholarships have been donated to the college, which yield to their occupants enough to pay the ordinary term bills of the treasurer.

13. *By-laws and Statutes.*

A revised edition of the by-laws and statutes of the college recently been published, and a copy is herewith sent to the Board of Regents.

14. *Description and Value of College Grounds, Buildings and Movable Property.*

The college grounds contain about forty acres of well improved land, ornamented with trees, shrubs and flowers, and made accessible in every part by gravel roads and walks, and on this place the college buildings are located.

The principal college buildings are as follows :

1. Three stone buildings, each four stories high, and forty feet wide by ninety-eight feet long, for study, lodging and reception rooms. The buildings are called Hamilton Hall, or south college ; Kirkland Hall, or middle college, and Dexter Hall, or north college.

2. A stone chapel, three stories high and fifty-one feet wide by eighty-one feet long, with lecture room and library.

3. A boarding house.

4. A hall for collections in Mineralogy, Geology and Natural History.

5. A Gymnasium.

6. A Chemical Laboratory.

7. An Astronomical Observatory.

The real estate of the college is valued at \$150,000.

The Alumni and friends of the college at the west have recently raised a fund of \$30,000 for a library building, to be called "Perry H. Smith Library Hall," after the name of the principal donor ; this hall is now in the process of erection, on the east side of the college grounds, and will be completed during the next season.

A fund has been raised for building a president's house and the work is now going forward and will be finished the next season.

The movable property of the college is stated, and its value follows :

|   |          |
|---|----------|
| The Miscellaneous Library . . . . .             | \$16,000 |
| The Noyes Library . . . . .                     | 50,000   |
| Apparatus in Chemical department . . . . .      | 2,000    |
| Apparatus in Philosophical department . . . . . | 2,000    |

|   |              |
|---|--------------|
| Instruments in Astronomical department . . . . .  | \$15,000 00  |
| Cabinet and Natural History collections . . . . . | 15,000 00    |
| <hr/>   |              |
| Total . . . . .                                   | \$100,000 00 |
| <hr/> <hr/>                                       |              |

Reference is made to the reports of previous years for a more detailed statement respecting the property mentioned in this article.

15. *Description and Value of the other College Property.*

The other property of the college consists of its fixed funds, which are classified as follows :

|                                     |              |
|-------------------------------------|--------------|
| The Maynard fund . . . . .          | \$18,000 00  |
| The other permanent funds . . . . . | 135,000 00   |
| <hr/>                               |              |
| Total . . . . .                     | \$153,000 00 |
| <hr/> <hr/>                         |              |

These funds are invested in bonds and mortgages, the principal is inviolate, and the annual income is devoted to the payment of the salaries of the officers and the ordinary expenses of the College.

A Professorship of Agricultural Chemistry has been founded during the past year by the late Silas D. Childs, Esq., of Utica, who by his will gave \$30,000 for the support of the department.

A Professorship of Astronomy connected with the Directorship of the Observatory, has been founded during the past year by Edwin C. Litchfield, Esq., of Brooklyn, who has given \$30,000 for the support of the department.

During the past year fourteen scholarships, of \$1,000 each, have been founded and endowed by friends of the College, the income of which is appropriated to the assistance of meritorious and indigent students.

The College has, also, a general fund, of which the nominal amount is about \$25,000.

This is made up of accounts, notes and judgments. Only a part can be regarded as available ; and whatever is realized from it is applied to the payment of the current expenses of the College.

Separate foundations for prizes have also been established, which are designated as follows :

|  |             |
|--|-------------|
| The Clark prize in Rhetoric.....   | \$          |
| The Underwood prizes in Chemistry.....                                     |             |
| The Curran medals in the Classics.....                                     |             |
| The Pruyn medal, on the duties of educated young<br>men to the State ..... |             |
| The Hawley medals in the Classics.....                                     |             |
| The Head prize on Alexander Hamilton.....                                  |             |
| The Kingsley prizes on Elocution.....                                      |             |
| The Kingsley prizes in extemporary debate .....                            | 1,          |
| The Tompkins prizes in Mathematics .....                                   |             |
| Total.....   | <u>\$5,</u> |

An effort is now in progress to raise the sum of at least \$1 for the more complete endowment of the College and its departments, including its Library and collections in History.

16. *Revenue.*

This item appears under the head of income and expense

17. *Debts.*

The total indebtedness of the College at the date of Jan. 1, 1867, was \$19,700, and this amount includes all debts due from the College, of every description whatever, except the over-drafts shown below.

18. *Income and Expenditures.*

The receipts of current funds during the past year have been as follows:

|  |            |
|--|------------|
| 1. General fund.....                       |            |
| 2. Interest of Maynard fund.....           | 1,         |
| 3. Interest of other permanent funds ..... | 3,         |
| 4. Term bills.....                         | 9,         |
| Total.....                                 | <u>14,</u> |

The disbursements of current funds for the same period have been as follows:

|                             |    |
|-----------------------------|----|
| 1. Chemical department..... |    |
| 2. Library .....            |    |
| 3. Officers' salaries ..... | 9, |
| 4. Term expenses.....       |    |

HAMILTON COLLEGE.

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|                                       |             |
|---------------------------------------|-------------|
| 5. Commencement expenses . . . . .    | \$479 95    |
| 6. Prizes . . . . .                   | 275 65      |
| 7. Miscellaneous expenses . . . . .   | 646 27      |
| 8. Repairs and improvements . . . . . | 2,162 15    |
| 9. Interest . . . . .                 | 1,389 96    |
|                                       | <hr/>       |
|                                       | \$15,202 98 |
| 10. Over draft of last year . . . . . | 5,728 29    |
|                                       | <hr/>       |
|                                       | \$20,931 27 |
| Deduct receipts as above . . . . .    | 14,451 94   |
|                                       | <hr/>       |
| Treasury overdrawn . . . . .          | \$6,479 33  |
|                                       | <hr/> <hr/> |

19. *Remarks.*

None.

All of which is respectfully submitted in accordance with a standing resolution of the Board of Trustees, authorizing the Annual Report to the Regents to be made by the President of the College and Secretary of the Board.

SAMUEL G. BROWN, *President.*

O. S. WILLIAMS, *Secretary.*

Dated, HAMILTON COLLEGE, *Dec. 28th*, 1867.



## IV. HOBART COLLEGE, GENEVA, ONTARIO CO.

*To the Regents of the University of the State of New York:*

The Trustees of Hobart College submit the following report for the academic year ending July 11, 1867:

1. *Number and Description of the Professorships.*

The matter pertaining to this head will sufficiently appear under the next.

2. *Trustees, Faculty and other Officers.*

TRUSTEES.

William S. DeZeng, Esq.

Thomas Davies Burrall, Esq.

Joseph Fellows, Esq.

Rev. William Shelton, D. D.

Rev. William H. A. Bissell, D. D.

David Saxton Hall, Esq., *Secretary.*

John H. Chedell, Esq.

Isaac A. Hawley, Esq.

Rev. Maunsell Van Rensselaer, D. D.

Hon. James C. Smith.

William B. Douglas, Esq.

John H. Swift, Esq.

Rev. Abner Jackson, D. D. LL. D., *Chairman.*

Rev. Anthony Schuyler, D. D.

Rev. Walter Ayrault.

Rev. Andrew Hull, D. D.

Samuel H. Ver Planck, Esq.

Rev. James Rankine, D. D.

Hon. Washington Hunt.

Rev. Morgan Dix, D. D.

Joseph Juliand, Esq.

Samuel G. Cornell, Esq.

Rt. Rev. A. Cleveland Coxe, D. D.

Hon. Andrew D. White.

Edgar H. Hurd, Esq., *Treasurer*, and Trustee of Professorship and Scholarship Funds.

FACULTY AND OTHER OFFICERS.

Rev. Abner Jackson, D. D., LL. D., President and Startin Professor of the Evidences of Christianity.

Rev. William Dexter Wilson, D. D., Trinity Professor of Christian Ethics, and Professor of Logic and Intellectual Philosophy and of History.

Rev. Kendrick Metcalf, D. D., Hobart Professor of the Latin Language and Literature.

John Towler, M. D., Prendergast Professor of Natural Philosophy, College Professor of Mathematics and of Chemistry and Pharmacy, Acting Professor of Modern Languages, and Dean of the Medical Faculty.

Albert Sproull Wheeler, M. A., Professor of the Greek Language and Literature.

—— ——— Horace White Professor of Rhetoric and Education.

—— ——— Chaplain and Pastor, on the Swift Foundation.

Henry Roswell Lockwood, M. A., Tutor in Mathematics.

Frederick Hyde, M. D., Professor of the Principles and Practice of Surgery.

George Burr, M. D., Professor of General and Special Anatomy.

Nelson Nivison, M. D., Professor of Physiology and Pathology and Microscopic Anatomy.

Hiram N. Eastman, M. D., Professor of the Practice of Medicine and Diseases of Women and Children.

E. P. Allen, M. D., Professor of Obstetrics and Materia Medica.

Lyman W. Bliss, M. D., Demonstrator of Anatomy.

Rev. K. Metcalf, D. D., Librarian.

3. *Number and Classification of the Students.*

|  |    |
|--|----|
| The whole number of students whose names were on the college books during the year, in the academic department, was..... | 75 |
| Seniors .....  | 20 |
| Juniors .....  | 18 |
| Sophomores .....   | 18 |
| Freshmen .....   | 19 |
| The whole number in actual attendance was.....   | 54 |
| Graduates—Bachelors of Arts.....   | 8  |
| Graduates—In Medicine.....   | 18 |
| Masters of Arts, in Course.....  | 8  |

The average age of the graduates was a little more than twenty two.

#### 4. *College Terms.*

First term—Sept. 6th to Dec. 18th, fifteen weeks. Second term—Jan. 10th to April 23d, fifteen weeks. Third term—May 2d to July 11th, ten weeks.

#### 5. *Subjects and Course of Study.*

The same as by the last report, except a few unimportant differences in kind and quantity.

#### 6. *Exercises.*

The recitations, lectures, &c., were the same as in the year before, for the most part. The difference in the two years resulted from the resignation of Professor Russell and his removal from town. He remains, however, Professor of Elocution still, and performs the duties of his department by two semi-annual visits. The other duties of the Professorship of Rhetoric were chiefly performed by the President.

At the Sophomore Exhibition, the *first* prize was taken by Beverly Chew, and the *second* by William J. Cleveland.

The prizes for "The Horace White Prize Essays" were awarded, the *first* to Edward Southgate—subject, "English Revolution of 1688"—the *second* to Lemuel Henry Wells, and was written on the same subject.

The Cobb Prizes were awarded, the *first* to James Van Voast, and the *second* to Lewis Halsey—both written on the same subject, namely, "Dryden and the Literature of the Restoration."

The Horace White Rhetorical Prize was awarded to Thomas Foot—subject of the Oration (original) "Law and Liberty."

#### 7. *Examinations.*

Examinations of all the classes in all the studies pursued during the term, are held at the end of each term. These examinations occupy four or five days, and as many of them, especially those of the upper classes, are conducted in writing, several of them are carried on at the same time.

#### 8. *Mode of Instruction.*

The instruction is conducted by recitations and lectures. With the younger classes it is mostly by recitations of lessons previously appointed; but as the classes advance the portion which is by means of lectures is increased until in some studies it is conducted exclusively by lectures. In this case a lecture is delivered on one

day, and the students are required to write out an abstract of the lecture and hand it in to the professor for examination the next day.

### 9. *Discipline.*

The discipline is administered by the President, and consists chiefly in enforcing those principles of gentlemanly and Christian conduct which all persons are expected to assent to as proper and becoming.

### 10. *Gratuitous Aid.*

Tuition is free to all who are on any of the scholarships, and to such other persons as the President, in his discretion, may see fit to admit to free tuition. There are at present fourteen Ayrault scholarships designed exclusively for those who are pursuing their studies with a view to the ministry of the Protestant Episcopal Church; these scholarships yield \$100 per annum. There are three Pierrepont scholarships which may be given to sons of clergymen of the Protestant Episcopal Church, being communicants, and which yield about \$120 per annum. We have also two other scholarships yielding about \$65 per annum, that may be given to any worthy students upon proper representations.

### 11. *Statutes and By-Laws.*

These are few, simple, and so well understood that they are out of print without any observable inconvenience.

### 12. *Description and Value of the Public Buildings.*

The same as last year.

### 13. *Description and Value of other College Property.*

|  |          |    |
|--|----------|----|
| Annuity from Trinity Church equal to a capital of .. | \$50,000 | 00 |
| Hobart Professorship Fund .....                      | 15,368   | 75 |
| Horace White do .....                                | 20,128   | 15 |
| Prendergast do .....                                 | 18,149   | 47 |
| John H. Swift Chaplaincy Fund .....                  | 16,422   | 24 |
| Ayrault Scholarship Fund .....                       | 21,265   | 80 |
| Pierrepont do .....                                  | 6,000    | 00 |
| John Watts do .....                                  | 1,000    | 00 |
| Henry Laight do .....                                | 1,000    | 00 |
| Horace White Prize, annuity on capital equal to .... | 1,000    | 00 |
| Cobb Prize Fund .....                                | 500      | 00 |
| President's House .....                              | 5,000    | 00 |
| Post House .....                                     | 2,000    | 00 |
| Endowment Fund, not specially appropriated .....     | 3,495    | 00 |

Of this amount, however, several items, as the Chaplaincy Fund, the Scholarship and Prize Funds, are not available for general purposes. These amount to \$49,547 86. Besides this the President's house is not expected to yield income.

#### 14. *Revenue.*

|  |           |
|--|-----------|
| Tuition .....                                | \$1,228 3 |
| Room Rent .....                              | 228 6     |
| Contingents from Students .....              | 884 3     |
| Annuity from Trinity Church .....            | 3,000 0   |
| Protestant Episcopal Society Annuity .....   | 500 0     |
| Hobart Professorship Fund .....              | 1,077 0   |
| Horace White do .....                        | 1,431 0   |
| Prendergast do .....                         | 1,395 1   |
| John H. Swift Chaplaincy Fund .....          | 688 3     |
| Ayrault Scholarship Fund (commissions) ..... | 212 6     |
| Pierrepont do .....                          | 60 0      |
| John Watts do .....                          | 10 0      |
| Henry Laight do .....                        | 10 0      |
| Horace White Prize Fund .....                | 70 0      |
| Cobb do .....                                | 34 2      |
| Rent of Post House .....                     | 150 0     |
| Endowment Fund .....                         | 236 2     |
| Balance on hand July 1st, 1866 .....         | 499 8     |

#### 15. *Debts.*

The College is free from debt.

#### 16. *Expenditures.*

|  |           |
|--|-----------|
| Salaries of President and Professors .....         | \$6,200 0 |
| Salaries of Treasurer and Secretary of Board ..... | 600 0     |
| Repairs of houses .....                            | 7 5       |
| Damage by fire .....                               | 13 9      |
| Contingent expenses .....                          | 1,468 5   |
| Prize Medals .....                                 | 105 0     |
| Fines account .....                                | 6 0       |
| Water rent .....                                   | 4 0       |
| Chaplaincy Fund .....                              | 311 0     |

#### 17. *Price of Tuition, etc.*

The tuition is (\$15) fifteen dollars per term, with the exception specified above under the head of gratuitous aid. Besides this

there is a charge of seven dollars per term upon all students indiscriminately, for incidentals or contingents. This is designed to pay the expenses of printing catalogues and other items of a general character connected with the ordinary duties of the college,—as services of a janitor, fuel for recitation rooms, etc. And there is a further item of (\$3) three dollars per annum for room rent, which is charged only upon those that have rooms in the college, making in all, tuition, contingents and room rent, \$25 per term.

All unnecessary wasting or destruction of college property is also charged as general damage in the term bills. This will of course vary from time to time, and need never be any considerable amount.

The report of the Medical Faculty, prepared by Prof. Towler, who is the Dean of the Medical Faculty, is herewith also presented. All which is respectfully submitted by the undersigned, who are a committee of the board of trustees appointed for this purpose.

WM. S. DE ZENG,  
JAMES RANKINE,  
*Committee.*

## V. UNIVERSITY OF THE CITY OF NEW YORK.

*To the Regents of the University of the State of New York:*

The Council of the University of the city of New York, in conformity with rules of the Board of Regents, submit the following as their report for the year ending September 20th, 1867:

### 1. *Description of Professorships.*

The endowed Professors from which income was received during the year, were the following:

The John Cleve Green Professorship of Mathematics and their applications.

The Johnston Professorship of the Latin Language and Literature.

The Sarah Andrews Professorship of the Evidences of Revealed Religion and Evangelical Theology.

The Sarah Andrews Professorship of Logic, and Moral and Intellectual Philosophy.

The Loring Andrews Professorship of the Greek Language and Literature.

The George Griswold Professorship of Political Science.

### 2. *Council and Faculties of Instruction.*

#### OFFICERS OF THE COUNCIL.

|                           |                 |
|---------------------------|-----------------|
| John C. Green .....       | President.      |
| John Taylor Johnston..... | Vice-President. |
| Howard Crosby, D.D.....   | Secretary.      |
| Wm. M. Vermilye, Esq..... | Treasurer.      |

#### MEMBERS OF THE COUNCIL.

##### *Class of '67-'71.*

Gardiner Spring, D.D., LL.D.

James Brown, Esq.

Mancius S. Hutton, D.D.

Robert L. Kennedy, Esq.

Wm. E. Dodge, Esq.

A. Oakey Hall, Esq.

Loring Andrews, Esq.

Wm. Runyon Martin, Esq.

*Class of '65-'69.*

Wm. W. Chester, Esq.  
Thomas Suffern, Esq.  
John C. Green, Esq.  
E. P. Rogers, D.D.  
Howard Crosby, D.D.  
James M. Brown, Esq.  
John E. Parsons, Esq.  
Wm. H. Neilson, Esq.

*Class of '68-'72.*

Hon. Wm. B. Maclay.  
John Taylor Johnston, Esq.  
Thomas De Witt, D.D.  
James Suydam, Esq.  
Isaac Ferris, D.D.,LL.D.  
George Griswold, Esq.  
Thomas C. Chardavoyne, Esq.  
Henry Van Schaick, Esq.

*Class of '66-'70.*

Thomas H. Skinner, D.D.  
Charles Butler, Esq.  
Paul Spofford, Esq.  
Wm. M. Vermilye, Esq.  
Adam Norrie, Esq.  
Jonathan Sturges, Esq.  
Wm. Allen Butler, Esq.  
James K. Campbell, D.D.

MEMBERS EX-OFFICIO.

|                            |             |
|----------------------------|-------------|
| His Honor .....            | The Mayor.  |
| Joseph V. Barnum, Jr. .... | Alderman.   |
| Don Alonzo Cushman.....    | Alderman.   |
| John Stacom .....          | Councilman. |
| Stephen Roberts .....      | Councilman. |

FACULTIES OF INSTRUCTION.

I. PREPARATORY DEPARTMENT.

*Principals.*

David Bendan, Ph.D., Classical Department and German.  
Theodore Coleman, A. M., English and Mathematics.



*Associate Principal.*

Moses M. Hobby, Primary Department.

\*J. B. Brown, Professor of Elocution.

David Stanton, Master in Penmanship.

J. S. Miller, Instructor in Book-keeping.

Louis Languellier, Professor of French and Spanish.

Miss L. Kittredge, Instructress in Drawing and Painting.

Professor G. W. Coakley, Lecturer on Natural Philosophy.

Robert W. Haskins, Assistant in Primary Department.

## II. DEPARTMENT OF SCIENCE AND LETTERS.

Isaac Ferris, D.D., LL.D., Sarah Andrews Professor of Evidences of Revealed Religion and Evangelical Theology.

E. A. Johnson, A.M., Johnston Professor of Latin Language and Literature.

John W. Draper, M.D., LL.D., Professor of Chemistry and Natural History.

Benjamin N. Martin, D.D., Sarah Andrews Professor of Logic and Intellectual and Moral Sciences.

Richard H. Bull, A.M., Assistant Professor of Mathematics and Professor of Civil Engineering.

Rev. Henry M. Baird, A.M., Loring Andrews Professor of Greek Language and Literature.

George W. Coakley, LL.D., John Cleve Green Professor of Mathematics, Natural Philosophy and Astronomy.

Henry Draper, M.D., Professor Adjunct of Chemistry and Natural History.

† — — — George Griswold, Professor of Political Science.

‡ Martin Scheibner, A.M., Acting Professor of the French and German Languages and Literature.

Vincenzo Botta, Ph. D., Professor of the Italian Language and Literature.

‡ Rev. Angel Hereros De Mora, Professor of the Spanish Language and Literature.

David Bendan, Ph. D., Professor of the Hebrew Language and Literature, and General Instructor in German.

\* Deceased during the year.

† The duties of this Professorship are temporarily performed by Professor Pomeroy of the Law Department.

‡ See article 19.

## III. PROFESSIONAL DEPARTMENT.

*School of Art.*

S. F. B. Morse, LL.D., Professor of Literature of Arts of Design.

T. Addison Richards, N. A., Professor of Art.

*School of Medicine.*

\*Martyn Paine, M.D., LL.D., Professor of Materia Medica and Therapeutics.

\*John W. Draper, M.D., LL.D., Professor of Physiology and President of the Faculty.

Alfred C. Post, M.D., Professor of the Principles and Operations of Surgery, with Military Surgery and Hygiene.

Charles A. Budd, M.D., Professor of Obstetrics, the Diseases of Women and Children, and Clinical Midwifery.

John C. Draper, M.D., Professor of Chemistry.

Alfred Loomis, M.D., Professor of the Institutes and Practice of Medicine.

William Darling, M.D., Professor of General and Descriptive Anatomy.

J. W. S. Gourley, M.D., Professor of Clinical Surgery.

Henry Draper, M.D., Professor Adjunct of Physiology and Registrar.

Abraham Jacobie, M.D., Clinical Professor of Diseases of Children.

D. B. St. John Roosa, M.D., Clinical Professor of Diseases of Eye and Ear.

F. D. Weisse, M. D., Clinical Lecturer on Diseases of the Skin.

J. H. Hinton, M. D., Demonstrator of Anatomy.

*Lectures in the Spring, Summer and Autumn Course.*

Prof. A. C. Post, M. D., on Military Hygiene and Duties of Surgeons on the Field and in Military Hospitals.

Prof. M. Paine, M. D., on Fever and Inflammation.

Prof. C. A. Budd, M. D., on some diseases peculiar to Women.

Prof. J. W. S. Gourley, M. D., on Surgical operations on Field and in Military Hospitals.

Prof. Roosa, M. D., on Ophthalmology.

Prof. Henry Draper, M. D., on Microscopic Physiology.

- Dr. Pinckney, on Menstruation.
- Dr. Elsberg, on Diseases of the Throat.
- Dr. Howard, on Diseases of the Eye.
- Dr. Gillette, on Abortion.
- Dr. Mitchell, on Syphilis.
- Dr. Lewis, on the Kidneys.
- Dr. Weisse, on the Nervous System.

*School of Civil Engineering, Eleventh year.*

- Richard H. Bull, A. M., Professor of Civil Engineering.
- Joseph G. Foxe, A. M., Professor of Geodesy and Mechanical Drawing.

*School of Analytical and Practical Chemistry.*

- John W. Draper, M. D., LL.D., Professor of Chemistry.
- John C. Draper, M. D., Professor of Analytical and Practical Chemistry.
- Henry Draper, M. D., Professor Adjunct of Chemistry and Natural Science.

*School of Law.*

- Hon. Thomas W. Clerke, LL.D., Judge of Court of Appeals and Justice of the Supreme Court of the State of New York, Professor of the General Theory and Practice of American Law, including Municipal Law and Equity.
- John N. Pomeroy, A. M., LL.D., Counsellor at Law, Professor of Law of Persons and Property, Dean of Faculty.

*Compensation to Instructors.*

The compensation paid in the department of Science and Letters amounted to \$23,581 24. The income in the Professional Departments is appropriated by the respective Faculties and paid to the Professors, each graduate who received a diploma from the Council paying to their Treasurer a fee of \$10.

*3. Number of Students.*

The whole number of students was as follows:

|  |   |
|--|---|
| Preparatory Department.....            | : |
| Department of Science and Letters..... | : |
| School of Medicine .....               | : |
| School of Art.....                     | : |

|  |             |
|--|-------------|
| School of Civil Engineering .....                  | 8           |
| School of Analytical and Practical Chemistry ..... | 36          |
| School of Law .....                                | 25          |
|  | <hr/>       |
| Making a total of .....                            | 509         |
|  | <hr/> <hr/> |

The number of graduates in the various departments was as follows:

|   |             |
|---|-------------|
| Bachelors of Arts .....                     | 6           |
| Bachelors in Science .....                  | 4           |
| Special Course .....                        | 3           |
| Bachelors in Philosophy .....               | 2           |
| In Medicine .....                           | 74          |
| In Analytical and Practical Chemistry ..... | 10          |
| In Law .....                                | 4           |
| In Civil Engineering .....                  | 2           |
|   | <hr/>       |
| Making a total of .....                     | 105         |
|   | <hr/> <hr/> |

In addition to these, a number of Eclectic course men having completed the studies for which they entered, retired, having received testimonials of the studies pursued, and in which they had been examined.

The average of the ages of the graduates in Science and Letters was 22½, and of those in other departments, never under 21, and more frequently over 25.

4. *Classification of Students.*

In the Preparatory Department, there are three classifications, viz.: into Classical, Commercial and Mathematical. The Law School has the two divisions of Junior and Senior. In Civil Engineering there were two classes. In Science and Letters the following was the classification:

|                              |          |
|------------------------------|----------|
| In the Senior class:         |          |
| Classical .....              | 8        |
| Special and Scientific ..... | 9        |
|                              | <hr/> 17 |
| In the Junior class:         |          |
| Classical .....              | 12       |
| Scientific and Special ..... | 2        |
|                              | <hr/> 14 |

|                              |    |    |
|------------------------------|----|----|
| In the Sophomore class:      |    |    |
| Classical .....              | 9  |    |
| Scientific and Special ..... | 6  |    |
|                              | —  | 15 |
| In the Freshman class:       |    |    |
| Classical .....              | 11 |    |
| Scientific and Special ..... | 3  |    |
|                              | —  | 14 |
|                              |    | —  |
| Making a total of .....      | 60 | =  |

In the other departments, no classification is made.

5. *Terms and Sessions.*

- In the Preparatory Department, there are four ; in those of Science and Letters, and of Civil Engineering, three ; in that of Medicine, one ; in those of Law, and of Analytical and Practical Chemistry, two ; and in Art, one.

The opening of the annual sessions varies, in the case of three occurring in September, and of three in October.

6. *Subjects and Course of Study.*

Those of the Preparatory Department were similar to those of incorporated academies throughout the State.

In the Department of Science and Letters, the studies pursued in the several classes were as follows, viz :

1. THE FRESHMAN CLASS.

In Latin, during the first term, read selections from the 6th and 9th Books of Livy, and recited four days of the week in the Syntax of Zumpt's Latin Grammar, and once in each week wrote exercises in Arnold's Latin Prose Composition. In the third term, the class read the Odes and Epodes of Horace. The exercises in Arnold and Zumpt were continued in the same way.

In Greek, during the first term, the class read Xenophon's Hellenica (as in Felton's Selections); Herodotus (those portions relating to Marathon, Thermopylæ and Salamis) in the second ; and Selections from Homer's Odyssey (amounting to about two Books), in the third. Exercises in Arnold's Greek Prose Composition were continued through the year.

The class pursued the study of Mathematics one hour daily through the year ; in the first two terms completing and revising

Loomis' Treatise, and in the third term seven books of his Geometry.

During the second term, the first three of the principal parts of Whately's Rhetoric were read without any important omission. Special course students gave one hour daily through the first term to the study of German and French alternately.

## 2. THE SOPHOMORE CLASS.

In Latin, during the second term read Cicero's Cato Major and Laelius, with selections from his letters. The written exercises in Arnold's Latin Prose Composition were continued, with recitations in the Syntax of Zumpt's Latin Grammar. During the third term, the class read the Satires and Epistles of Horace, and continued their exercises in Arnold and Zumpt.

In Greek, during the first term the class devoted four hours each week to the reading of the popular orations of Demosthenes, and two hours a week during the second term to the Alcestis of Euripides. In addition, Lectures were delivered on the physical and political Geography of Greece, and the Antiquities of the Pelasgic cities of Argolis and of Athens, in the first term, and during the second, on the introduction to Greek Literature.

In the department of Mathematics, the class began and completed, in the first term, the subject of Plane Trigonometry with its applications to the computation of the parts of any plane triangle.

Weber's Outlines of History,—the portion devoted to Modern History,—was studied, down to the beginning of the present century. The third term was occupied with the History of Literature (Spalding), the principal part of which was studied, with free remarks and discussions on English and American Literature, and Dramatic and Epic Poetry. During this term, the usual exercises in Declamation were omitted, and the time given to Lectures on Rhetoric.

Two days of each week, during the second term, were given to the study of the French language.

## 3. THE JUNIOR CLASS.

In Latin, during the second term, the class read selections from Tacitus in first book of the Annals, and the first book of the Histories, together with the Life of Agricola and a part of the Germania; also the third Satire of Juvenal, and the third Satire of Persius.

The study of Arnold's Prose Composition, and of the Syntax of Zumpt, was continued.

In Greek, the class devoted four hours weekly during the first and third terms, to the study of the Greek Tragedians. The Plays selected were the *Electra* of Sophocles, the *Agamemnon* of Æschylus, and the *Heraclydæ* of Euripides. A complete course of about twenty-eight Lectures was delivered on the subject of the origin and antiquity of the art of writing among the Greeks, and on the History of Greek Literature.

In the first term, the class began the study of Loomis' Natural Philosophy, and completed the first book, together with four sections of the second book. In the second term, the Natural Philosophy was completed through the subject of Optics. The third term was given to a course of Lectures on Astronomy, and an examination on the same.

During the first term, the class was principally occupied with the study of Psychology, in the Abridgment of Sir William Hamilton, the greater part of which was carefully read and reviewed. The remainder of the term was given to Guizot's History of Civilization. The beginning of the second term was given to the completion of Guizot. Thompson's Outlines of the Laws of Thought was then taken up, and the latter half, relating to Logic proper, was studied.

In the third term, Paley's Natural Theology was diligently gone over and carefully reviewed. A portion of time was also given to Comparative Physical Geography in Guyot's excellent work. The Mondays through the year were alternately devoted to Lectures on the higher Rhetoric and Criticism, and to exercises in Composition.

#### 4. THE SENIOR CLASS.

In Latin, during the first term, read the *Rudens* of Plautus and the *Adelphi* of Terence. Lectures were also given on these authors. The class also read Cicero "De Divinatione," and continued the study of Arnold's Prose Composition. In Greek, the class pursued the critical study of the Epistles of the New Testament. This is a new feature in the course, adopted at the suggestion of the liberal friend and benefactor of the University whose name has been attached to the chair of Greek, and it is not premature to say that the change has commended itself to the judgment both of the instructor and the pupils. Two days each week were given to the critical exegesis of the minor epistles; and if the

ground gone over was less extensive, it was, it is believed, more thoroughly and profitably examined.

In French, the class was engaged three days each week of the second term.

In Comparative Physiology, the class took a full course, with many illustrations during the third term, notes being taken of the Lectures, and examinations had thereon.

In Chemistry, during the whole of the first term, and half of the second term, the class heard Lectures with constant experiments, and took full notes, and were weekly examined thereon. The latter half of the second term was devoted to Botany, and the third term to Geology, of both of which full notes were taken.

To Moral Science (Haven), one hour daily, four days of the week of the first term was given, and on the remaining day Lectures were delivered on the Moral Constitution of Man. In the early part of the second term, Paley's Evidences of Christianity was carefully studied, and the class heard a course of Lectures on the whole subject of Evidences of Revealed Religion. Constitutional Law was studied during the latter part of the second term, and discussions were had and twelve lectures were delivered on various great questions which occupy the American mind. The third term was given to the study of Woolsey's Introduction to International Law, with free remarks on the whole subject, and twelve supplementary Lectures.

During the first and second terms, the class on fixed days read original Essays and Reviews of the same by members of the class, and conducted Forensic Discussions.

Eclectic course students, besides taking studies in the regular classes, studied French and German.

The following tabular schemes give the studies now pursued, and the proportion of time devoted to each :

*Full Course in the Department of Science and Letters.*

FRESHMAN CLASS.

*First Term*—1st hour, Mathematics ; 2d hour, Greek ; 3d hour, Latin.

*Second Term*—1st hour, Mathematics ; 2d hour, Rhetoric ; 3d hour, Greek.

*Third Term*—1st hour, Mathematics ; 2d hour, Greek ; 3d hour, Latin.



## SOPHOMORE CLASS.

*First Term*—1st hour, Each Monday, Essays or Declamations ; Political Economy ; 2d hour, Trigonometry ; 3d hour, Greek.

*Second Term*—1st hour, Trigonometry ; 2d hour, Modern Language, Greek ; 3d hour, Latin.

*Third Term*—1st hour, Analytical Geometry ; 2d hour, Latin ; 3d hour, English Literature.

## JUNIOR CLASS.

*First Term*—1st hour, Natural Philosophy ; 2d hour, Natural Theology, History ; 3d hour, Modern Language.

*Second Term*—1st hour, Intellectual Philosophy ; 2d hour, Latin ; 3d hour, Natural Philosophy.

*Third Term*—1st hour, Greek ; 2d hour, Logic, Civilization ; 3d hour, Astronomy.

## SENIOR CLASS.

*First Term*—1st hour, Moral Science, Evidences of Revealed Religion ; 2d hour, Latin ; 3d hour, Chemistry.

*Second Term*—1st hour, Evangelical Theology, Constitutional Law ; 2d hour, Greek, Modern Language ; 3d hour, Chemistry, Botany.

*Third Term*—1st hour, Evangelical Theology, International Law ; 2d hour, Comparative Physiology ; 3d hour, Geology.

N. B.—Composition and Declamation occur in terms in the Freshman, Sophomore and Junior classes during the hours with the Professor of Rhetoric. Essays, Reviews, Forensic Discussions in the Senior class during first and second terms.

*Scheme of Scientific Course.*

## FIRST YEAR.

*First Term*—1st hour, Political Economy ; 2d hour, Trigonometry ; 3d hour, Modern Language.

*Second Term*—1st hour, Trigonometry ; 2d hour, Rhetoric ; 3d hour, Modern Language.

*Third Term*—1st hour, Analytical Geometry ; 2d hour, Modern Language ; 3d hour, English Literature.

## SECOND YEAR.

*First Term*—1st hour, Natural Philosophy ; 2d hour, Natural Theology, History ; 3d hour, Modern Language.

*Second Term*—1st hour, Intellectual Philosophy; 2d hour, Modern Language; 3d hour, Natural Philosophy.

*Third Term*—1st hour, Modern Language; 2d hour, Logic, History of Civilization; 3d hour, Astronomy.

### THIRD YEAR.

*First Term*—1st hour, Moral Science, Evidences of Revealed Religion; 2d hour, Modern Language; 3d hour, Chemistry.

*Second Term*—1st hour, Evangelical Theology, Constitutional Law; 2d hour, Modern Language; 3d hour, Chemistry, Botany.

*Third Term*—1st hour, Evangelical Theology, International Law; 2d hour, Comparative Physiology; 3d hour, Geology.

N. B.—In order to admission to this course, students must pass a satisfactory examination on the whole of Loomis's Treatise on Algebra and Seven Books of his Geometry.

Students in Civil Engineering will not be required to take the Modern Languages named in this scheme, but will have their first hour with the Professor of Civil Engineering, and when completing the course, and passing satisfactory examinations, will receive the Degree of Bachelor in Science.

Students taking the above course, and, in addition, a full course in Analytical and Practical Chemistry, and passing a satisfactory examination on the whole, will receive the degree of Bachelor in Science.

### *In the School of Civil Engineering.*

The Junior Class studied the General Theory of Equations (Loomis); Conic Sections, by the Synthetic Method, (Loomis); Trigonometry, Plane and Spherical (Coakley, Loomis); Mahan's Industrial Drawing, with the use of instruments and practical exercises. Geometrical Demonstrations, Descriptive Geometry (Davies); Analytical Geometry (Loomis); Surveying and Navigation (Loomis); Land Surveying and Leveling (Gillespie), with the use of instruments and field operations; Natural Philosophy (Loomis.)

With the other classes they took Modern History (Weber); English Literature (Spalding); Political Economy (Wayland); with Exercises in English Composition.

The Senior Class studied Masonry and Carpentry, Construction of Bridges, Steam Engines, Locomotives, Construction of Roads and Railroads, Locations, Cuttings, Filling, and Laying of Track, Management of Railroad, Elementary, Analytical and Practical Chemistry, Geology, Mineralogy and Vegetable Physiology.

With the Classes in Letters, they studied Moral Science, Evidences of Revealed Religion, Constitutional and International Law, with Essay Writing and Forensic Discussion.

*School of Law.*

The following courses of study were pursued by the classes, viz:

JUNIOR CLASS.

This class studied portions of Pomeroy's Introduction to Municipal Law, Kent's Commentaries XXIV to L, Parsons on Contracts, Washburne on Real Property except those portions relating to Uses and Trusts, Remainders and Powers.

Many written lectures were given in connection with, and growing out of the subjects discussed.

THE SENIOR CLASS.

This class pursued the subjects of Corporations (Angel and Ames as a text-book), Sales, Chattel Mortgage, Bailments, Commercial Paper, Agencies, Partnerships, Maritime Law, Insurance. The instruction was given by Syllabuses referring to text-books and reports. Also, Uses, Trusts, Remainders, Powers, Wills, Equity, Jurisprudence, Remedies, Pleadings at Common Law and Equity, and under the New York Code, Practice, Evidence.

Courses of lectures were delivered in addition, viz:

- Twenty, on ..... Constitutional Law.
- Twenty, on ..... International Law.
- Twelve, on ..... Forensic Medicine.
- Three, on ..... Legal Ethics.
- Four, on ..... Legal Classification.

*Moot Courts* were held each week. The cases argued were all actual cases as they arose in the courts.

*Examinations.*

The Annual Examination occurred in June, and occupied parts of ——— days. It was attended by gentlemen of the Council and members of the Faculty of Arts, as well as gentlemen of the legal profession and friends of the young gentlemen graduating,

*School of Medicine.*

The studies pursued are given in the Report of the Medical Faculty, which is herewith sent.

*School of Analytical and Practical Chemistry.*

According to former usage, two courses have been pursued.

1. Elementary Chemistry, in lessons in Qualitative Analysis.

2. A full course, embracing two terms of four months each, including the following:

The Qualitative and Quantitative Analysis of all organic and inorganic substances.

The methods for the detection of Poison.

The Physiological Examination of the various animal products and secretions.

Analysis of Gases, Atmospheric air &c., Photography, Blow-pipe Analysis, Mineral Assays, &c.

The principles of chemical research as applied to Agriculture and the Manufacturing Arts.

The use of the Microscope.

Assay of Ores, Sugars, Liquors, Soaps, Varnishes, Electro Galvanism.

*7. Exercises.*

Exercises in elocution are so arranged as to give each student a speech each term, and these occur daily, in the Chapel, before the assembled students, the Freshmen and Sophomores giving selected, and the Juniors and Seniors, original speeches. Besides these, all except the Seniors have a special training in the recitation room by the Professor of Rhetoric.

Exercises in composition occur in the second term of the Freshman year, and through the Sophomore course. In the Junior Class, they alternate with Lectures on Higher Rhetoric, and, in the Senior Class, with Forensic Discussions.

*8. Examinations.*

Each of the three terms is closed with an examination, consisting in part of oral, and in part of written exercises, as circumstances allow. The Council is represented by its committee, and the Alumni by their committee, while the doors are open to all.

*9. Mode of Instruction.*

Text-books are studied where practicable, and their use is accompanied with free remarks on the part of the Professor.

Lectures are given on various subjects, of which notes are taken, which are examined by the Professor.

10. *Discipline.*

Government is a very simple matter with us, being preventive, principally, while in the special cases, which are few, it is decided.

11. *Gratuitous Instruction,*

Is given in special circumstances, in all departments, according to their own arrangements. In the Department of Science and Letters, from the founding of the Institution, the tuition has been annually gratuitous to one-half the number taught, and in many other cases at reduced rates. During the last year, twenty-six have received tuition without charge, and nine at reduced rates.

12. *By-Laws.*

These remain as before stated.

13. *Edifice and Lots, &c.*

|  |           |              |
|--|-----------|--------------|
| 1. The University and Lots estimated as worth.....                 | \$350,000 | 00           |
| 2. The Libraries—General Library, 2,615 volumes,<br>valued at..... | \$8,214   | 25           |
| Law Library, 2,200 volumes.....                                    | 10,250    | 00           |
| Libraries of College Societies, 1,200<br>volumes .....             | 1,900     | 00           |
|  |           | <hr/>        |
|  |           | 20,364 25    |
| Making a total of 6,015 volumes.                                   |           |              |
| 3. Apparatus—Philosophical .....                                   | \$2,500   | 00           |
| do Chemical .....  | 2,500     | 00           |
|  |           | <hr/>        |
|  |           | 5,000 00     |
| 4. Endowment (yielding income) .....                               | 171,000   | 00           |
| 5. Personal property as given below .....                          | 5,000     | 00           |
|  |           | <hr/>        |
|  |           | \$551,364 25 |
|  |           | <hr/> <hr/>  |

14. *Other Property.*

This is personal, and is valued at \$5,000.

15. *Revenue.*

Our revenue is derived from tuition and incidental expenses paid by students, from rents derived from such parts of the building as are not at present required for instruction purposes, and from endowment funds, as stated in article 17.

16. *Debts.*

The University has had no debt since 1854. Accounts for passing claims are regularly paid.

17. *Income and Expenditures.*

The Treasurer's account presents the following for the Department of Science and Letters:

|   |             |
|---|-------------|
| Income :                                  |             |
| Rents .....                               | \$15,840 98 |
| Tuition .....                             | 2,310 00    |
| Diplomas .....                            | 901 00      |
| Interest on endowments:                   |             |
| South Branch Railroad .....               | \$3,420 00  |
| Loring Andrews, U. S. B. ....             | 7,116 87    |
| Other interest .....                      | 402 12      |
|   | <hr/>       |
|   | 10,938 99   |
| Balance brought down from last year ..... | 1,847 67    |
|   | <hr/>       |
| Making a total of .....                   | \$31,838 64 |
|   | <hr/> <hr/> |

|  |             |
|--|-------------|
| Expenditures :   |             |
| Salaries .....   | \$23,581 29 |
| Expenses including printing, fuel, gas, advertising,<br>labor, insurance, parchments, collecting agent, &c. .... | 3,901 90    |
| Repairs .....  | 1,377 95    |
| Apparatus, prizes .....  | 1,045 63    |
| Janitor .....  | 500 00      |
| Balance to new account .....   | 1,431 87    |
|  | <hr/>       |
| Making a total of .....  | \$31,838 64 |
|  | <hr/> <hr/> |

18. *Price of Tuition.*

Each Department has its own charges for tuition, which are payable to the Treasurer of each.

|   |          |
|---|----------|
| In the Medical Department, per year .....   | \$140 00 |
| In the Law .....                            | 100 00   |
| In Analytical and Practical Chemistry ..... | 100 00   |
| In Civil Engineering .....                  | 100 00   |
| In Art .....                                |          |

In the Department of Science and Letters, the charge for Tuition has always been the same, viz.: \$80 per annum, payable in half-

yearly payments. For incidentals, \$15 are paid in half-yearly payments.

### 19. *Remarks.*

In the close of the last report, it was stated that the University had shortly before received a liberal donation from Mr. Loring Andrews of this city, and that details would be furnished in this report. The liberal donor made the following appropriation of his gift, viz.:

Twenty-five thousand dollars, for a Professorship of Logic, Intellectual and Moral Sciences.

Twenty-five thousand dollars, for a Professorship of the Evidences of Revealed Religion and Evangelical Theology.

Fifteen thousand dollars, to complete a Greek Professorship.

Fifteen thousand dollars, for a Professorship of Political Science embracing Political Economy, Municipal, Constitutional, and International Law.

Ten thousand dollars, the income to be appropriated for Medals and Premiums for proficiency in various branches.

Ten thousand dollars, the income to be annually expended for apparatus to be equally divided between the chemical and philosophical departments.

By the addition of \$10,000 given by Mr. George Griswold to the endowment of the Griswold Professorship of Political Science in honor of a former distinguished member of the Council and a liberal and active friend of the University, the Professorship was made complete. So also, by the addition of \$5,000 formerly given by Mr. James Brown, and of \$5,000 formerly given by Mr. William E. Dodge, to Mr. Andrews' gift, the Greek Professorship was made complete. Thus we report the endowment of six professorships, of the value of \$25,000 each.

Towards the close of the year, Dr. Martin Paine was made Emeritus Professor of Materia Medica and Therapeutics, and Dr. John William Draper, Emeritus Professor of Chemistry and Physiology. Dr. Henry Draper now occupies the Chair of Physiology. Dr. William H. Thompson, the Chair of Materia Medica, and Dr. John C. Draper the Chair of Chemistry in the Medical College.

Mr. T. Addison Richards, N. A., is engaged in the duties of Professor of Art, in place of Professor Cummings, resigned. Mr. H. Raven performs the work of Professor of German and H. G. Anglade that of Professor of French and of German.

*20. Close of Report.*

The preceding report having been submitted to the Council at a regular meeting held December 16th, 1867, was read and approved, and ordered to be forwarded to the Regents of the University at Albany, duly authenticated by the signature of the officers of the Council.

JOHN C. GREEN, *President*,  
JOHN TAYLOR JOHNSTON, *Vice-President*,  
W. M. VERMILYE, *Treasurer*,  
HOWARD CROSBY, *Secretary*.



## VI. MADISON UNIVERSITY, HAMILTON, MADISON (

*To the Regents of the University of the State of New York :*

The trustees of Madison University present the following report for the collegiate year ending August 7th, 1867 :

1. *Number and description of Professorships.*

2. *Trustees, Faculty and other College officers.*

## TRUSTEES.

James B. Colgate, President, New York.

Henry Tower, Waterville.

Hon. Palmer Townsend, Holland Patent.

Harvey Edwards, Fayetteville.

Alvah Pierce, Hamilton.

Charles C. Payne, Hamilton.

Augustus Simons, Hamilton.

James Gove, Hamilton.

Hon. Alrick Hubbell, Utica.

Hon. E. Reed Ford, Oneonta.

David A. Munro, Camillus.

Hon. Caleb Van Husen, Detroit.

Hon. Charles York, Norwich.

Ebenezer Cauldwell, New York.

Alonzo Peck, Eaton.

Hon. Charles Mason, LL. D., Hamilton.

John Munro, Jr., Elbridge.

Hon. Albert R. Fox, Sand Lake.

Hon. Rufus F. Andrews, New York.

Samuel Colgate, New York.

Theodore F. Humphrey, Albany.

Rev. William Clark, Waterville.

Hon. George H. Andrews, Springfield Centre.

Rev. Walter R. Brooks, Secretary, Hamilton.

Rev. Thomas D. Anderson, D. D., New York.

Prof. P. B. Spear, Treasurer, Hamilton.

Hon. Thomas Cornell, Rondout.

Henry O. Wheeler, Hamilton.

## FACULTY.

George W. Eaton, D. D., LL. D., President, and Bleecker Professor of Intellectual and Moral Philosophy.

Philetus B. Spear, A. M., Professor of the Hebrew Language.

Alexander M. Beebee, A. M., Professor of Logic and English Literature.

Ezra S. Gallup, A. M., Professor of the Greek Language and Literature.

Lucien M. Osborn, A. M., Professor of Mathematics and Natural Philosophy.

Lloyd N. Andrews, A. M., Professor of the Latin Language and Literature.

William Mather, M. D., Professor of Chemistry.

Ebenezer Dodge, D. D., Professor of the Evidences of Revealed Religion.

Albert N. Arnold, D. D., Professor of Sacred Literature.

E. Dodge, Librarian.

Warren Rich, Janitor.

3. *Number of Students.*

|   |     |
|---|-----|
| Whole number of students connected with the College during the year ..... | 53  |
| Number dismissed .....  | 4   |
| Sent home by the Faculty .....  | 2   |
| Number at close of the year .....   | 47  |
| Graduates at Annual Commencement .....                                    | 10  |
| Absent on leave .....   | 3   |
| Whole number of graduates .....   | 595 |
| Students for the ministry .....   | 31  |
| None admitted under the age of fourteen.                                  |     |

4. *Classification of Students.*

|                                      |     |
|--------------------------------------|-----|
| Freshmen .....                       | 19  |
| Sophomores .....                     | 13  |
| Juniors .....                        | 7   |
| Seniors .....                        | 10  |
| Theological students .....           | 17  |
| Students in Grammar School .....     | 56  |
| Whole number in the University ..... | 122 |

### 5. *College Terms and Sessions.*

There were three terms, of thirteen weeks each. First term began September 27th, 1866. Second term began January 2d 1867. Third term began May 2d, 1867.

The vacations are of eight weeks at the close of the year, of four weeks at the close of the second term, and of one week between the holidays.

The Annual Commencement was held August 7th, 1867.

### 6. *Course of Study.*

The sub-graduate course of study in each class during the year was as follows:

#### FRESHMAN CLASS.

A daily recitation in Latin, Greek, and Mathematics, and a weekly exercise in Elocution during the year.

First Term—Livy, completing thirty chapters of first book with eighty-five pages of Arnold's Prose Composition, and oral reports on Roman Antiquities and Mythology. First book of Homer's Iliad, and part of sixth book, with the Etymology of Hadley's Grammar. First five books of Elementary Geometry with a review of the same.

Second Term—Twentieth and twenty-first books of Homer's Iliad read and reviewed, with the rules of Prosody. First book of Livy finished and two chapters of the second book. Prose Composition continued to one hundred and forty-third page. Reports on Antiquities and Mythology continued, and weekly recitations in Lidell's Roman History. Review of second and part of first book of Livy. Seven books of Geometry completed and reviewed.

Third Term—Nine books of Geometry completed and reviewed with one-half of Plane Trigonometry (Davies). First book of Odes of Horace, and selections from second and third books and the Carmen Seculare. Reviewed select odes. Prosody and daily Grammar lessons. Roman History continued to chapter seventeen. Selections from first and second books of Xenophon's Memorabilia, with Syntax of Hadley's Grammar and lectures on the Greek cases. Weekly exercise in Greek New Testament.

## SOPHOMORE CLASS.

Daily recitations with the Professor of Mathematics through the year. Recitations in Greek the first and second term; in German the third term, with the Professor of Greek; and in French with the Professor in Latin during the second term, and with the Professor in Rhetoric during the third term.

First Term.—Select orations of Demosthenes read and reviewed, with a review of the Greek Grammar. Plane and Spherical Trigonometry, Mensuration of Surfaces and Solids. Whately's Rhetoric completed and reviewed, with weekly exercises in Elocution.

Second Term.—Oration upon the Crown (omitting the legal argument) read and reviewed, with oral exercises in translating English into Greek. Daily recitations in French from Knapp's Grammar and Exercises. Four books of Analytical Geometry, with lectures on Physical Geography. Weekly exercises in Elocution.

Third Term.—Surveying with use of Instruments, and two books of Analytical Geometry. Daily recitations in Tacitus, reading twenty-seven chapters of the Germania, and twenty-eight chapters of Agricola, with a review of the same, and daily reviews of the Grammar. German Grammar with selections from first, second and fifth sections of Adler's Reader, (36 pages). Weekly exercises in Elocution.

## JUNIOR CLASS.

First and second term with the Professor in Latin; first, second and third term with Professor in Mathematics; first and third term with Professor in Greek; second term with Professor in Rhetoric.

First Term.—Mechanical Philosophy to Hydrostatics, with a review. Prometheus Vincit read and reviewed, with History of the Greek Drama; first book Satires of Horace, Epistles to Augustus, and Art Poetica, with oral reports and lectures on Roman Literature.

Second Term.—Cicero de Officiis, twenty-six chapters of book first, with review of parts of Horace and Cicero; and oral reports and lectures on Roman Literature and Philosophy. Hydrostatics, Pneumatics, Acoustics, Electricity, and Optics, with review. Whately's Logic completed and reviewed.

Third Term.—Antigone of Sophocles, and twenty pages of second selections of German Reader. Loomis' Astronomy to four-

teenth chapter, with review. Civil History (Weber's outline) to the Crusades, with review. Weekly exercises in Elocution.

#### SENIOR CLASS.

**First Term.**—German Grammar reviewed and one hundred pages of Reader. Hebrew Grammar and exercises, and four chapters of Genesis analyzed. Civil History (Weber's), to the modern epoch, completed and reviewed.

**Second Term.**—Schlegel's History of Literature, important portions accomplished and reviewed. Lectures and recitations in Chemistry daily.

**Third Term.**—Hebrew Grammar reviewed four weeks, and four chapters of Job read and analyzed. Selections from Phædon Plato read and reviewed. Daily written lectures on evidence of Christianity. Daily recitations in Metaphysics and Ethics.

#### 7. *Other Exercises.*

The professors in all the departments give frequent lectures upon the subjects of study belonging to their departments.

There are two Literary Societies which have held weekly meetings for orations, essays, and extemporaneous debates, and each society has held two public meetings during the year.

The Junior exhibition was held near the beginning of the second term.

Orations were presented by the members of the Senior class before the faculty and students.

#### 8. *Discipline.*

The discipline has been administered by a committee appointed from the faculty. The monitorial records show more than usual regularity of attendance, and success and pride in scholarship.

#### 9. *Examinations.*

There have been two examinations attended by committees from the faculty; one at the close of the second term, on the studies of the two preceding terms, and one at the close of the third term on the studies of the year.

#### 10. *Gratuitous Aid.*

Provision is made for the gratuitous instruction and board of indigent students for the Christian ministry, and fourteen students have been so aided during the year. There is also the Trev

educational fund, furnishing twenty scholarships of \$90, and twenty of \$30, to soldiers in the late war, or sons and brothers of such soldiers.

### 12. *Statutes or By-Laws.*

The same as last year.

### 13. *College Edifices.*

|   |             |
|---|-------------|
| Hall of Alumni and Friends .....                    | \$30,000 00 |
| Other College buildings and grounds .....           | 20,000 00   |
| Libraries, Minerals and Apparatus .....             | 17,000 00   |
| Univ. Boarding Hall, Farm, and Professor's house .. | 14,000 00   |
|   | <hr/>       |
|   | \$81,000 00 |
|   | <hr/> <hr/> |

### 14. *Other College Property.*

|                                   |              |
|-----------------------------------|--------------|
| Coolidge Scholarship .....        | \$900 00     |
| Library Fund .....                | 5,000 00     |
| Improvement Fund (Colgate) .....  | 11,000 00    |
| Bleecker Fund .....               | 15,000 00    |
| Coray Fund .....                  | 15,600 00    |
| Presidential Fund (Colgate) ..... | 30,000 00    |
| Educational Fund (Trevor) .....   | 40,000 00    |
| General Endowment Fund .....      | 62,715 97    |
| Balance uninvested .....          | 573 63       |
|                                   | <hr/>        |
|                                   | \$180,189 60 |
|                                   | <hr/> <hr/>  |

Invested as follows:

|                                     |              |
|-------------------------------------|--------------|
| Bonds and mortgages .....           | \$31,227 72  |
| Notes of investment .....           | 13,888 25    |
| Bank stock and other stocks .....   | 6,500 00     |
| N. Y. State stocks .....            | 97,000 00    |
| U. S. stocks .....                  | 20,000 00    |
| First Mortgage Railroad bonds ..... | 11,000 00    |
| Balance in cash .....               | 573 63       |
|                                     | <hr/>        |
|                                     | \$180,189 60 |
|                                     | <hr/> <hr/>  |

### 15. *Income and Expenditure.*

Received University bills:

|  |            |
|--|------------|
| College Tuition .....                            | \$1,354 75 |
| Grammar School Tuition .....                     | 822 14     |
| Room Rent .....                                  | 150 00     |
| Incidental Expenses, Students' Association ..... | 971 66     |
|  | <hr/>      |
|  | \$2,298 55 |

|   |                |
|---|----------------|
| Grammar School, State appropriation . . . . .               | \$5            |
| Diploma Fund . . . . .                                      | 4              |
| Life Insurance . . . . .                                    |                |
| Interest balance, \$494.83 ; Interest, \$8,349 06 . . . . . | 8,84           |
| Expense account . . . . .                                   | 11             |
| Trevor interest . . . . .                                   | 2,68           |
| Improvement funds . . . . .                                 | 3,78           |
| Library . . . . .   | 4              |
| Total . . . . .   | <u>\$18,87</u> |

Paid:

|                                   |                |
|-----------------------------------|----------------|
| College salaries . . . . .        | \$10,31        |
| Grammar School account . . . . .  | 87             |
| Expense account . . . . .         | 57             |
| Students' Association . . . . .   | 1,05           |
| Library . . . . .                 | 29             |
| Trevor interest . . . . .         | 2,20           |
| Improvement Funds . . . . .       | 1,83           |
| Balance in hand (I. F.) . . . . . | 1,72           |
|                                   | <u>\$18,87</u> |

16. *Price of Tuition.*

|                                     |            |
|-------------------------------------|------------|
| College tuition, per term . . . . . | \$10 00    |
| Room rent . . . . .                 | 3 00       |
| Fuel expense bill . . . . .         | 3 00       |
|                                     | <u>\$1</u> |

Board per week, \$2.50 to \$3.

17. *Conclusion.*

The foregoing report has been made in accordance with a standing rule of the board of trustees, namely, that the reports of the faculty and of the treasurer, so far as applicable, be the reports of the board to the Regents of the University of the State of New York.

Respectfully submitted,

[L. s.]

P. B. SPEAR, *Treasurer*

HAMILTON, N. Y., *December 15, 1867.*

## VII. ST. JOHN'S COLLEGE, FORDHAM, WESTCHESTER COUNTY.

*To the Regents of the University of the State of New York :*

The Trustees of St. John's College, Fordham, N. Y., in compliance with the requisition of the Regents of the University, respectfully submit the following report for the past collegiate year ending July 2d, 1867 :

*1. Number and Description of Professorships.*

1. Ethics and Social Science.
2. Logic and Metaphysics.
3. Natural Philosophy and Mathematics.
4. Chemistry and Natural History.
5. Rhetoric and General Literature.
6. Belles Lettres.
7. English Literature and Commerce.
8. Geometry and Algebra.
9. Classics.
10. History.

*2. Faculty and other College Officers.*

Rev. William Moylan, President.

Rev. Hector P. Glackmeyer, Vice-President, Prefect of Studies, and Chief Disciplinarian.

Rev. Peter Tissot, Treasurer.

Rev. Thomas Legouais, Chaplain and Librarian.

Rev. Louis Jouin, Professor of Ethics, and Civil, Political and International Law.

Rev. Frederick Lopinto, Professor of Logic and Metaphysics.

Michael P. Costin, Professor of Physics, Chemistry, and Higher Mathematics, Assistant Treasurer.

Rev. Maurice Ronayne, Professor of History, Moderator of the Historical Association, President of the Debating Society.

Rev. John Cunningham, Professor of Rhetoric.

Arthur E. Jones, Professor of Belles Lettres and Geometry.



William J. Doherty, Professor of Classics and Algebra.

Michael Flynn, Anthony Gerhard, Hugh D. Langlois, Augustus Muller, Luke Tierney, John A. Treanor, Assistant Disciplinarians.

These gentlemen deem it to be their calling to devote themselves exclusively to the education of youth, without any further requital for their exertions than the defraying of necessary expenses. These are estimated by the Treasurer at \$14,000.

3. *Number of Students.*

The whole number of students, undergraduates, was 70.

|  |       |
|--|-------|
| Left during the year.....              | 12    |
| Remained at the close of the year..... | 58    |
|  | <hr/> |
|  | 70    |
|  | <hr/> |

|   |   |
|---|---|
| Graduate at the last commencement July 2d, 1867, with the degree of LL.D..... | 1 |
|---|---|

|  |   |
|--|---|
| Graduates at the last commencement, with the degree of A.M., | 2 |
|--|---|

|  |    |
|--|----|
| Graduates at the last commencement, with the degree of A.B., | 14 |
|--|----|

|              |       |
|--------------|-------|
| In all ..... | 17    |
|              | <hr/> |

Average age of graduates with the degree A.B., and A.M., 19—

The number of students, who were not undergraduates, was in the

|                       |     |
|-----------------------|-----|
| Grammar classes ..... | 152 |
|-----------------------|-----|

|                        |    |
|------------------------|----|
| Preparatory class..... | 39 |
|------------------------|----|

|                     |    |
|---------------------|----|
| English course..... | 46 |
|---------------------|----|

|                          |     |
|--------------------------|-----|
| Not undergraduates ..... | 237 |
|--------------------------|-----|

|                                       |    |
|---------------------------------------|----|
| Undergraduates, as stated above ..... | 70 |
|---------------------------------------|----|

|       |
|-------|
| <hr/> |
| 307   |
| <hr/> |

|               |    |
|---------------|----|
| Boarders..... | 25 |
|---------------|----|

|                    |   |
|--------------------|---|
| Day scholars ..... | 5 |
|--------------------|---|

|       |
|-------|
| <hr/> |
| 30    |
| <hr/> |

|   |    |
|---|----|
| In attendance at the commencement July 2d, 1867 ..... | 23 |
|---|----|

|                           |   |
|---------------------------|---|
| Left during the year..... | 7 |
|---------------------------|---|

|       |
|-------|
| <hr/> |
| 30    |
| <hr/> |

Students under 14 years of age, 39.

Students at the College at the time of making the report :

|                    |       |
|--------------------|-------|
| Boarders .....     | 203   |
| Day scholars ..... | 34    |
|                    | <hr/> |
| In all.....        | 237   |
|                    | <hr/> |

#### 4 *Classification of Students.*

The undergraduates were classified as follows :

|                                      |       |
|--------------------------------------|-------|
| First Class, or Philosophy .....     | 16    |
| Second Class, or Rhetoric .....      | 16    |
| Third Class, or Belles Lettres ..... | 14    |
| Fourth Class, or Classics .....      | 24    |
|                                      | <hr/> |
| In all.....                          | 70    |
|                                      | <hr/> |

This division corresponds to the appellation of Seniors, Juniors, Sophomores and Freshmen, adopted elsewhere.

#### 5. *College Terms or Sessions.*

There was but one term or session, beginning on the first Wednesday of September, 1866, and ending on the second of July, 1867.

#### 6. *Subjects or Course of Studies.*

The undergraduate course of study in each class in said college during said year, was as follows :

##### FOURTH CLASS—CLASSICS.

*Greek.*—Syntax and dialects ; Written and oral exercises ; Reading of Xenophon or Herodotus ; of the first book of Homer's Iliad.

*Latin.*—Syntax reviewed ; Idioms ; Prosody ; Exercises in Latin Composition—prose and versification ; Reading and literary study of Cicero's Treatises, Q. Curtius, Virgil's Georgics and Æneid (first books), and Sallust's Catiline.

*English.*—Lessons in English Composition and Style ; Practical exercises ; Study of Classical Authors ; Elocution.

*French.*—Grammar and Composition ; Idioms ; Reading of Fenelon's Telemachus.

*History.*—Study of Modern History.

*Mathematics.*—Algebra.

*Religious Instruction.*—A Scriptural and Doctrinal Catechism expounded by the Professor.

## THIRD CLASS—BELLES LETTRES.

*Greek.*—The class reads Homer's Iliad, some of Euripides' Tragedies, Isocrates and Thucydides.

*Latin.*—Reading and literary study of Virgil's *Æneid* ; Livy ; Cicero's Orations ; Horace's *Ars Poetica*, with selections of his Odes, Satires and Epistles. Select passages of the same authors are committed to memory.

*English Literature.*—Lectures on English Composition, prose and poetry, illustrated by a critical analysis of the most approved classical authors ; Epistolary and Narrative Essays ; Weekly exercises in Declamation.

*French.*—The class reads Fenelon's *Telemachus* and Boileau's *Art of Poetry*.

*History.*—Study of Modern History (continued).

*Mathematics.*—Geometry.

*Religious Instruction.*—A Scriptural and Doctrinal Catechism expounded by the Professor.

## SECOND CLASS—RHETORIC.

*Rhetoric.*—The Professor gives daily lectures, in which he develops the principles of the Rhetorical art, embodied in the best treatises of ancient and modern times, and illustrated by the practice of the greatest orators. Whatever is valuable in Cicero, in Campbell's and Blair's treatises, is unfolded to the pupils. The masterpieces of English and French oratory are reviewed and analysed, and put in contrast with finished productions of antiquity. Moreover, the utmost attention is given to English composition.

*Elocution.*—A whole hour is devoted every Saturday to the practice of Elocution. This preparatory exercise contributes much to the success of the Debating Society. The public debates held in February and May, promote in no small degree the same object.

*Greek.*—The class reads the tragedies of Sophocles and *Æschylus*, Plato's *Apology of Socrates*, Demosthenes' *Philippics* and *Olynthiacs*, and the *Oration pro Corona*.

*Latin.*—Literary study of Cicero's Orations, of Tacitus' *Histories*, Persius' *Satires*, Juvenal, Cicero's *Orator*.

*French.*—Reading and Literary Criticism of Bossuet's *Funeral Orations*.

*History.*—The class attends semi-weekly lectures on Modern History.

*Mathematics.*—Plane and Spherical Trigonometry, Analytical Geometry.

*Chemistry.*—Lessons in Chemistry with practical illustrations in the laboratory.

*Religious Instruction.*—Weekly lectures on the Evidences of Religion.

#### FIRST CLASS—PHILOSOPHY.

*Mental Philosophy.*—A full course. First term: Logic, Lectures in Latin by the Professor. Two lectures of one hour each, one in the forenoon and one in the afternoon, are given each class day. Second term: Metaphysics, Lectures by the Professor as for Logic.

The students are daily required to defend every newly expounded thesis, even against the Professor's arguing. Every Saturday one or the other takes the Professor's chair, to prove the thesis already demonstrated, and defend them against two others, appointed to propose the weightiest objections. This argumentation, always carried on in Latin, is required to be strictly logical and scholastic in form.

The like philosophical debates are held monthly before the President and the faculty.

*Natural Philosophy.*—Five lectures weekly, of one hour each.

*Mathematics.*—Binomial Theorem, Summation of Series, &c., Surveying, Plane and Spherical Trigonometry, Analytical Geometry, Differential and Integral Calculus.

*Astronomy.*—Herschel's, with application of Spherics to the various problems of the horary triangle.

*Geology.*—Lectures by the Professor.

*Elocution.*—Debating Society conjointly with the Rhetoricians, one hour and a half weekly.

*Religious Instruction.*—Weekly lectures on the Evidences of Religion.

#### 7. Exercises.

1. Besides the Rhetorical Exercises belonging to the two first classes, (Philosophy and Rhetoric), as already reported, there were in the other classes weekly exercises in Eloquence and Composition. In the Grammar and Preparatory classes, particular attention was paid to pronunciation, spelling and letter writing, as well as to the study of French.

*French.*—There was daily in each class at least one exercise written on the subject matter of the lesson previously taught.

2. At the beginning of each month, in presence of the Faculty and students assembled, the respective notes of each class, assigning to each student his place, both for diligence and conduct, were solemnly proclaimed.

3. On a stated day in the week, generally from 8 to 10 A. M. on Friday, a composition was written in each class on one of the subject matters taught, and the different copies having been examined and compared by the Professor, the relative rank in merit was, on another day, assigned to each student.

4. There was a monthly distribution of testimonials of application and good conduct.

5. Declamation and delivery are not so peculiar to Rhetoric and the higher classes as to be excluded from the others. In these the students are regularly called on to declaim. This breaks the monotony of class routine, and impresses on the students the importance of the Art of Elocution.

6. Class exhibitions, comprising a review of all the matters previously taught, took place before the Christmas recess.

7. The Debating Society, aided by the College Choir and a few distinguished artists, duly celebrated our national festivals.

8. Every Sunday, during divine service, there was a sermon for the students, in the College chapel.

9. The annual commencement and distribution of premiums took place this year on the 2d of July.

#### *Corporal Exercises.*

There are three divisions of students, each of which enjoy the use of a complete gymnasium. Each division has also extensive grounds for recreation and ordinary out-door exercise.

The river Bronx, at the extremity of the College grounds together with the vicinity of the Harlem and East rivers, afford every facility for bathing and skating at the proper seasons.

#### *8. Examinations.*

Nothing has been changed in the number of examinations, as detailed in the reports of former years, or in the mode of carrying them out. Such exercises have been, as in former years, productive of the best results, and have been considered by the Faculty an excellent means of promoting emulation among the students.

#### *9. Mode of Instruction.*

As this mode has been exposed above in treating of the different classes, it will suffice here to remark that,

1. The instruction in the higher classes is partly given in the form of lectures.

2. The students of Rhetoric are required to write out in full the lectures of their respective Professors.

3. In the other classes, the Professors explain and comment on the authors in hand as fully as possible, while the students on their part must analyse, translate and imitate the classics which are proposed to them as models.

Every class hour the Professor is bound to exact one exercise and one lesson.

#### 10. *Discipline.*

The general rules of discipline require the students,

1. To know the Rules of the College, which are read and explained every year to all.

2. To respect and obey the officers who preside over them. The mild influence of Religion is held to be the best means of securing a firm paternal authority, and of obtaining that prompt and willing obedience without which no literary institution can be successfully conducted.

The punishment ordinarily inflicted on a refractory student consists in depriving him of a part of his recreation on holidays, and imposing upon him some literary labor during that time. When the fault is repeated, or is grievous, the student is sent to the Chief Disciplinarian, who requires of him to make amends and submit.

The causes of dismissal are a positive refusal to obey, the introduction and use of ardent spirits, leaving the College without permission, and immorality.

#### 11. *Gratuitous Instruction.*

No fund has ever been established in the College for the education of indigent students; yet, through benevolent motives, some are yearly admitted gratis, while the expenses of others have been diminished by lessening the price of the board, &c.

#### 12. *Statutes and By-Laws of the College.*

The Board has adopted no statutes or by-laws, leaving to the Faculty the enforcement of such rules of discipline as they may think proper.

#### 13. *Description and Value of College Buildings.*

tated in preceding reports.

In consequence of a resolution adopted in a meeting of Board, held Dec. 11th, 1863, a large building has been erected at a cost of about \$100,000, which is now finished and has been in use since September last. This building is only a portion, about fourth or fifth part, of an extensive plan, which is gradually being executed, as soon as the Board and Faculty shall have the means to continue the work begun.

#### 14. *Other Property.*

#### 15. *Revenue.*

Stated in preceding reports.

#### 16. *Debts.*

One hundred and twenty thousand dollars.

#### 17. *Price of Tuition.*

|  |       |
|--|-------|
| Board and tuition .....                    | \$300 |
| Extra charge for washing, bedding, &c..... | 30    |
| Tuition for day scholars.....              | 60    |

#### 18. *Close of the Report.*

The above report was made by the trustees at a regular meeting of the Board, held at St. John's College, Fordham, N. Y. Thursday, December 12th, 1867, at which time they authorized the Chairman and Secretary to have the above report transcribed, to sign it, affix thereto the seal of the Board, and forward the same to the Regents of the University.

[L. S.]

JAMES PERRON, S. J., *President.*

THOMAS LEGOUAIS, S. J., *Secretary.*

VIII. GENESEE COLLEGE, LIMA, LIVINGSTON COUNTY.

*To the Regents of the University of the State of New York :*

The trustees of Genesee College submit the following report for the year ending July 11, 1867 :

1. *Number and Description of Professorships.*

1. Intellectual and Moral Philosophy.
2. Agricultural and General Chemistry.
3. Ancient Languages and Literature.
4. Mathematics, Pure and Mixed.
5. Modern Languages.

2. *Trustees, Faculty and other Officers.*

TRUSTEES.

Rev. John W. Lindsay, D. D., *ex-officio*.

FIRST CLASS.

Denton G. Shuart, Esq., Honeoye Falls.

Rev. Benjamin Shipman, Geneva.

Hon. Benjamin Chamberlain, Randolph.

Hon. Isaac Holloway, Buffalo.

Hiram Davis, Esq., Rochester.

SECOND CLASS.

Hon. D. A. Ogden, Penn Yan.

David Decker, Esq., Elmira.

N. A. Graves, Esq., Albion.

Rev. I. S. Bingham, A. M., Watertown.

Abel Minard, Esq., Lockport.

THIRD CLASS.

Rev. John Copeland, Lima.

Rev. William Reddy, Cazenovia.

Rev. Albert D. Wilbor, A. M., Lima.

Rev. K. D. Nettleton, Leroy.

Hon. Willard Ives, Watertown.



FOURTH CLASS.

- Rev. Lucius Wilcox, Canandaigua.
- Anson G. Lindsley, Esq., Rushville.
- Rev. Horatio R. Clark, D. D., Kingston, Pa.
- Rev. Thomas Carlton, D. D., New York.
- James M. Scatcherd, Esq., Buffalo.

FIFTH CLASS.

- Rev. John Dennis, Rochester.
- Rev. J. W. Armstrong, A. M., Oswego.
- Francis H. Root, Esq., Buffalo.
- Rev. Sanford Hunt, A. M., Lockport.
- Rev. Glezen Fillmore, D. D., Clarence.

OFFICERS OF THE BOARD.

- Francis H. Root, Esq., President.
- Rev. John Copeland, Secretary.
- Rev. Albert D. Wilbor, A. M., Treasurer and General Agent.

FACULTY.

The faculty of the college, including all the persons engaged in giving instruction during the year, consisted of a president and four professors, and one teacher temporarily employed.

The names of the several persons holding office or places, with the office or place held by them respectively, were as follows:

- John W. Lindsay, D. D., President and Professor of Moral and Intellectual Philosophy.
- Rev. Samuel A. Lattimore, A. M., Professor of Agricultural and General Chemistry.
- Rev. Daniel Steele, A. M., Professor of Ancient Languages and Literature.
- John R. French, A. M., Professor of Mathematics, Pure and Mixed.
- Rev. Wesley P. Codington, A. M., Professor of Modern Languages and Belles Lettres.
- Rev. Daniel Steele, A. M., Librarian.

3. *Number of Students.*

|  |    |
|--|----|
| Whole number of students (undergraduates) in the year..... | 10 |
| Number honorably dismissed.....                            |    |

|                                       |    |
|---------------------------------------|----|
| umber deceased .....                  | 2  |
| umber remaining at close of year..... | 97 |
| umber of graduates .....              | 10 |

4. *Classification of Students.*

|  |     |
|--|-----|
| eniors .....                           | 10  |
| iniors .....                           | 13  |
| ophomores .....                        | 25  |
| reshmen .....                          | 36  |
| udents in Agricultural Chemistry ..... | 16  |
| <hr/>                                  |     |
| Total .....                            | 100 |
| <hr/>                                  |     |

5. *Terms.*

|                               |                     |
|-------------------------------|---------------------|
| he First Term commenced ..... | September 20, 1866, |
| he do Term ended .....        | December 19, 1866.  |
| he Second Term commenced..... | January 3, 1867,    |
| he do Term ended .....        | April 3, 1867.      |
| he Third Term commenced ..... | April 11, 1867,     |
| he do Term ended .....        | July 11, 1867.      |

6. *Course of Study.*

We have two courses of study, Classical and Scientific. The scientific course occupies three years, and the studies are the same as the Classical course, with the omission of the Latin and Greek. The Classical course occupies four years, and was as follows, the past year :

FRESHMAN CLASS.

- First Term—Robinson’s Algebra to chapter eight. One Book of Livy, nearly, with daily recitations in Syntax. Twenty exercises in Arnold’s Latin Prose Composition on the blackboard. Nearly two books of Homer’s Iliad, with daily recitations in Etymology, and weekly recitations in Smith’s History of Greece.
- Second Term—Six books of Davies’ Legendre’s Geometry. One book of the Tusculan Disputations. Twenty lessons in Latin Prose Composition. Memorabilia of Xenophon, forty pages. Weekly exercises in Arnold’s Greek Prose Composition on blackboard, with accents.

**Third Term**—Algebra and Geometry finished. Horace, with special attention to Prosody. Forty exercises in Arnold's Latin Prose Composition, finishing part first. In Greek, the class read sixty-eight pages of Demosthenes on the Crown, and finished Smith's History of Greece. Four lectures on the Attic orators were given to the class. They also wrote weekly exercises in Greek Prose Composition.

#### SOPHOMORE CLASS.

**First Term**.—Davies' Legendre's Trigonometry, Plane and Spherical; Davies' Plain Surveying, and Leveling, and Navigation entire. In Greek, the class read Plato's Apologia, with weekly recitations in Robinson's Greek Harmony of the Gospels. In German Grammar, Woodbury's New Method, forty-five lessons.

**Second Term**.—Church's Analytical Geometry, about two-thirds of the work. Horace—Ars Poetica, 1, 5, 9; Satires of the first Book; Selections from the Odes and Epodes; Weekly recitations in Robinson's Greek Harmony. In German Grammar Woodbury's New Method, lessons 46–65, also Syntax and Verbs; Special attention to German script, with exercises on the blackboard. Reader, Adler's, sixty pages, with weekly exercises in German composition.

**Third Term**.—Church's Differential Calculus, and a portion of Integral Calculus; Hooker's Physiology, with applications of the Microscope; Grammar finished; General review. Schiller's William Tell, seventy pages, with attention to Prosody and Rhetoric, Whately's, eight weeks, fifty pages with Rhetorical Praxis daily.

#### JUNIOR CLASS.

**First Term**.—Peck's Mechanics, to Mechanics of Fluids; Silliman's Physics, beginning with chapter second, to the end, with weekly experimental lectures in Heat, Statical and Dynamical Electricity. In French, Knapp's Grammar, first seventy-five pages, also sixteen Exercises.

**Second Term**.—Bartlett's Acoustics and Optics, about one-half of each subject. Wells' Chemistry, with weekly lectures illustrated by experiments. Knapp's French Grammar, pages 81–130, and 170–180; Exercises, 17 to 24; Knapp's French Reader, thirty-five pages.

Third Term.—Herschel's Astronomy, about one-half of the work. In Latin, eight hundred and sixty lines of the Hercules Furens of Seneca. In Greek, the Œdipus Tyrannus of Sophocles. In French, most of the Syntax of Knapp's Grammar, with review of preceding two terms. Day's Logic, pages 1-61, also 91 and 131, with daily Logical Praxis at the board.

#### SENIOR CLASS.

First Term—Haven's Intellectual Philosophy. Kent's Commentaries, Lectures, 1-14, also 18 and 19. Shaw's English Literature, with occasional Lectures.

Second Term—Wayland's Moral Philosophy. Hopkins' Evidences of Christianity, with Lectures, and Lord's Modern History.

Third Term—Butler's Analogy. Dana's Geology. Throughout the course each study was thoroughly reviewed.

#### AGRICULTURAL CHEMISTRY.

A class of special students, consisting of sixteen, was instructed during the first and second terms in Agricultural Chemistry, using Johnston's Elements, with Lectures, and Laboratory practice.

#### 7. Exercises.

Weekly exercises, alternately in Declamation and Composition, were required of the Freshmen and Sophomores. The Juniors and Seniors were required to declaim original compositions in the presence of the entire College. On the Friday preceding commencement, there was a Prize Declamation of the Freshman Class. The Sophomore Exhibition was held at the close of the first term, and the Junior Exhibition at the close of the second term, the exercises of the students consisting of original compositions.

The public Literary Societies held meetings weekly for debate, orations, criticisms and essays.

#### 8. Examinations.

Each class is examined at the close of the term in the studies which they have pursued. The examinations occupy two or three days, and are conducted by the Faculty and an Examining Committee.

#### 9. Mode of Instruction.

The general mode of instruction is by recitation from text-books. Each student was required to be thoroughly acquainted with the subject as taught in the book, and the recitations were accompanied by remarks and lectures.

10. *Government.*

The government of the College for devotion to study and propriety of demeanor, has relied chiefly on an appeal to higher views and generous impulses which should govern those engaged in literary pursuits. An account of the daily studies of each student is kept and the result is announced at the end of each term.

11. *Gratuitous Aid.*

Perpetual scholarships have been sold for \$100 each. They are transferable, and we have no students who do not avail themselves of the privilege of scholarships. The free use of the library, through favor of the holders, is secured to students in need of aid. Twenty perpetual scholarships have been placed in the disposal of the Superintendent of Public Instruction.

12. *Statutes and By-Laws.*

No change since last year.

13. *Description and Value of College Buildings.*

There are two substantial brick buildings with basements of stone, owned in common with the Genesee Wesleyan Seminary, valued at \$70,000, embracing a lot of five acres on which they stand.

|  |              |
|--|--------------|
| 1. Share of College in this property.....    | \$35,        |
| 2. The College Library is valued at.....     | 3,           |
| 3. Chemical and Philosophical apparatus..... | 3,           |
| 4. Cabinet of Natural History.....           | 3,           |
| Total.....                                   | <u>\$45,</u> |

14. *Other College Property.*

|   |              |
|---|--------------|
| Interest in farm owned in common with Genesee Wesleyan Seminary ..... | \$6,         |
| Interest in furniture, stock and farming tools.....                   | 3,           |
| Lands in Iowa, (1,000 acres).....                                     | 4,           |
| Pew in church at Lima .....   |              |
| Watch in hands of Treasurer.....                                      |              |
|   | <u>\$14,</u> |

|   |              |
|---|--------------|
| Other funds :                               |              |
| Government Bonds.....                       | \$9,000 00   |
| Monroe County Bonds.....                    | 4,200 00     |
| Ontario County Bonds.....                   | 2,000 00     |
| Rochester City Bonds.....                   | 500 00       |
| Stock in Cuba National Bank .....           | 10,000 00    |
| Toledo and Wabash Railroad Bond .....       | 500 00       |
| Bonds and Mortgages, Real Estate.....       | 54,325 00    |
| Centenary Funds, arranged.....              | 21,000 00    |
| Pianos .....                                | 3,000 00     |
|   | <hr/>        |
|   | \$104,525 00 |
| Interest bearing notes given for endow't .. | \$7,176 99   |
| do do do miscellaneous..                    | 915 45       |
| do do do subscriptions ..                   | 2,935 00     |
| Short loan .....                            | 475 00       |
| On hand .....                               | 2,760 00     |
|   | <hr/>        |
|   | 14,262 44    |
|   | <hr/>        |
|   | \$118,787 44 |
| Note of Mr. Atchinson, (no interest),.....  | 5,000 00     |
|   | <hr/>        |
|   | \$123,787 44 |
|   | <hr/> <hr/>  |

15. *Revenue.*

|                                     |             |
|-------------------------------------|-------------|
| Received for incidentals.....       | \$329 00    |
| do scholarships rented .....        | 394 77      |
| do use of library .....             | 162 00      |
| do lectures .....                   | 95 00       |
| do private examinations .....       | 45 00       |
| do use of musical instruments ..... | 483 84      |
| do catalogues sold.....             | 41 50       |
| income from invested funds .....    | 9,225 40    |
|                                     | <hr/>       |
|                                     | \$10,776 51 |
|                                     | <hr/> <hr/> |

16. *Income and Expenditures.*

|                                 |             |
|---------------------------------|-------------|
| Income as above .....           | \$10,776 51 |
| Expenditures for fuel.....      | 397 64      |
| do cleaning and lighting.....   | 59 42       |
| do janitor .....                | 120 00      |
| do postage and stationery ..... | 24 80       |
| do freight on new pianos.. ..   | 14 63       |

|   |        |
|---|--------|
| Expenditures for tuning pianos for year . . . . . | \$     |
| do paper, printing and advertising..              |        |
| do legal advice and traveling expenses            |        |
| do express, interest and drafts . . . . .         |        |
| do recording bond and mortgage...                 |        |
| do insurance on pianos . . . . .                  |        |
| do repairs . . . . .                              | \$     |
| do on library and apparatus account.              | \$     |
| do travelling expenses . . . . .                  | \$     |
| do clerk . . . . .                                |        |
| do salaries . . . . .                             | 8,     |
|   | <hr/>  |
|   | \$10,0 |
|   | <hr/>  |

18. *Price of Tuition.*

Should any student be without a scholarship, the char tuition for a year would be \$25.50. But all our students the year have been upon scholarships.

19. *Close of Report.*

The above report was submitted at the regular annual m of the Trustees, was approved and the seal of the College att It was also directed that it should be properly authenticat the signatures of the President, Secretary and Treasurer, an transmitted to the Regents.

[L t.

FRANCIS H. ROOT, *Presi*  
JOHN COPELAND, *Secret*  
A. D. WILBOR, *Treasurer.*

# IX. UNIVERSITY OF ROCHESTER, ROCHESTER, MONROE COUNTY.

*To the Regents of the University of the State of New York :*

The trustees of the University of Rochester, in compliance with the requisition of the Regents of the University, submit the following report for the collegiate year ending July 10th, 1867, containing a true statement of facts, showing the progress and condition of the University of Rochester during and at the close of said year, in the several circumstances, as follows, viz :

## 1. *Number and Description of Professorships.*

The professorships established by the trustees, and filled during the past year, were as follows :

1. Intellectual and Moral Philosophy.
2. Greek Language and Literature.
3. Latin Language and Literature.
4. Rhetoric and History.
5. Chemistry.
6. Mathematics and Natural Philosophy.
7. Natural Sciences.
8. Modern Languages.

## 2. *Trustees, Faculty and other Officers.*

### TRUSTEES.

|                                   |                                 |
|-----------------------------------|---------------------------------|
| Hon. William Kelly, President.    | Edwin Pancost.                  |
| Hon. William Pitkin, V. Pres't.   | Matthew Vassar.                 |
| Hon. Ira Harris, LL.D, Chancellor | Hon. Jacob Gould.               |
| William N. Sage, Sec. and Treas.  | Gideon W. Burbank.              |
| Smith Sheldon.                    | James E. Southworth.            |
| Rev. Wm. R. Williams, D.D., LL.D  | Gen. John F. Rathbone.          |
| Rev. Alonzo Wheelock, D. D.       | Lewis Roberts.                  |
| Roswell S. Burrows.               | Rev. James O. Mason, D. D.      |
| Rawson Harmon.                    | Henry W. Dean, M. D.            |
| David R. Barton.                  | Daniel C. Munro.                |
| Hon. Elijah F. Smith.             | Gen. Marsena R. Patrick.        |
| Elon Huntington.                  | Rev. Velona R. Hotchkiss, D. D. |



FACULTY.

The faculty of the University, including all persons engaged in giving public instructon therein during the past year, consisted o a president, six professors, and two other instructors. The othe officers or servants of the University charged with duties othe than those of public instruction, during the said year, were a sec retary and treasurer, librarian and janitor.

M. B. Anderson, LL.D., President and Professor of Intellectual and Moral Philosophy.

A. C. Kendrick, D. D., Professor of the Greek Language and Literature.

J. F. Richardson, A. M., Professor of the Latin Language and Literature.

C. Dewey, D. D., LL.D., Professor of Chemistry.

I. F. Quinby, LL.D., Professor of Mathematics and Natural Philosophy.

S. S. Cutting, D. D., Professor of Rhetoric and History.

Henry A. Ward, A. M., Professor of the Natural Sciences.

Otis H. Robinson, A. M., Instructor in Mathematics.

James Orton, A. M., Instructor of the Natural Sciences.

Otis H. Robinson, A. M., Librarian.

W. N. Sage, A. M., Secretary and Treasurer.

J. Noble, Janitor.

3. *Number of Students.*

|   |    |
|---|----|
| The whole number of students in the University during the past year was.....                        | 10 |
| Honorably dismissed.....  |    |
| Deceased.....   |    |
| Left from inability to maintain their standing in classes, or from illness, and by permission ..... |    |
| Remaining at the close of the year.....   | 9  |
| Graduates at last commencement.....   | 2  |
| Students at the date of this report, January 1st, 1868.....   | 11 |
| Whole number of graduates.....  | 3  |

There were no students under fourteen years of age. The average age of the members of the graduating class was twenty two.

4. *Classification of Students.*

The students in the University during the past year were classed as follows :

|                  |            |
|------------------|------------|
| Seniors .....    | 24         |
| Juniors .....    | 23         |
| Sophomores ..... | 33         |
| Freshmen .....   | 20         |
| Total .....      | <u>100</u> |

### 5 College Terms and Sessions.

The terms or sessions for study in said University during the past year were as follows :

|                                     |           |
|-------------------------------------|-----------|
| First Term, from September 13 ..... | 15 weeks. |
| Second Term, from January 3 .....   | 13 weeks. |
| Third Term, from April 18 .....     | 12 weeks. |

### 6. Course of Study.

The plan of instruction is so adjusted that two courses of systematic study are open to the students, one being the usual classical and scientific course, and the other a scientific course, in which modern languages replace the Greek and Latin of the ordinary University curriculum.

The regular course for all students extends through four years, at the end of which time those who have passed a good examination in the prescribed studies, are admitted to a degree; those who have pursued the entire classical course, to the degree of Bachelor of Arts, and those who have pursued the scientific course, to that of Bachelor of Sciences.

The course of study in each class for the past year was as follows :

#### FRESHMAN CLASS.

*First Term.*—A daily recitation in Greek, the class reading selections from the third book of Xenophon's *Cyropædia*; a daily recitation in Latin, the class reading selections from the first and second books of Livy; a daily recitation in Robinson's *New University Algebra*.

*Second Term.*—A daily recitation in Greek, the class reading the first and a part of the second and third books of Homer's *Iliad*; a recitation in Latin, the class reading part of the twenty-first book of Livy; a daily recitation in Mathematics, class completing Robinson's *New University Algebra*.

*Third Term.*—A daily recitation in Greek, the class reading selections from the first and second books of Thucydides, and the

fourth Pythian Ode of Pindar; daily recitations in Robinson's New Geometry and Trigonometry; a daily recitation in Bain's Composition and Rhetoric.

The Greek recitations were accompanied with essays in the Mythology and early History of the Greeks, and both Greek and Latin with constant grammatical exercises and frequent familiar lectures on Greek and Roman Antiquities.

#### SOPHOMORE CLASS.

*First Term.*—A daily recitation in Latin, the class reading selections from the Satires of Horace and of Juvenal, with constant exercises in Latin Composition; a daily recitation in Mathematics, the class completing Robinson's New Geometry and Trigonometry, plane and spherical, and the Mensuration of Surfaces and Solids; a daily recitation in Whately's Rhetoric.

*Second Term.*—A daily recitation in Robinson's Analytical Geometry, the class completing the work with the exception of the eighth and ninth books; a daily recitation in Greek, the class reading three of the smaller political Orations of Demosthenes, with lectures on Grecian History; a daily recitation in Whately's Logic, with lectures.

*Third Term.*—A daily recitation in Latin, the class reading from the Histories of Tacitus; a daily recitation in Robinson's Surveying, completing the work, and Silliman's Physics; a daily recitation in French.

#### JUNIOR CLASS.

*First Term.*—A daily recitation in Silliman's Physics, completing subjects of Gravitation, Theory of Machinery, Molecular Forces, Solids, Fluids and Pneumatics; a daily recitation in Greek, the class reading selections from Æschylus and Sophocles, with lectures; a daily recitation in Thompson's Logic, with lectures.

*Second Term.*—A daily recitation in German; a daily recitation in Anatomy, Physiology and Zoology; a daily recitation in Silliman's Physics, completing Acoustics and Optics, and Porter's Chemistry.

*Third Term.*—A daily recitation in Latin, the class reading from the Odes and Epistles of Horace; a daily recitation in Porter's Chemistry, and Olmsted's Astronomy; a daily recitation in Political Economy and English Literature.

## SENIOR CLASS.

*First Term*—Lectures and recitations in Intellectual Philosophy—one hour a day for the first half, and two hours a day for the second half of the term. A daily recitation in Greek, the class reading selections from the Theaetetus and the Phaedo of Plato, with lectures on Greek Philosophy. A daily recitation for half a term in Astronomy.

*Second Term*—A daily recitation in Guizot's History of Civilization in Europe. A daily recitation in Latin, the class reading from the De Natura Deorum, with lectures on Roman Philosophy. A daily recitation in Geology.

*Third Term*—A daily recitation in Intellectual Philosophy. A daily recitation in International and Constitutional Law. A daily recitation in Moral Philosophy and in Mineralogy.

*Resident Graduates.*

The resident graduates pursue advanced studies, under the instruction of Professors, in such departments as the students may select.

*Extra Studies.*

Extra recitations have been attended during the year by undergraduates in Livy, and in the Differential and Integral Calculus, in addition to the required course.

7. *Exercises.*

In English composition and delivery, the Seniors delivered original orations before the Faculty and students of the University during the first and second term, two of the class speaking each week.

The Juniors delivered original orations in the chapel during the third term of the year, two of the class speaking each week.

The Juniors and Sophomores had a weekly exercise in the composition of essays, under the criticism of the Professor of Rhetoric.

The Freshman Class read essays during the third term, in rotation, two essays daily.

In addition to weekly exercises in Declamation, the Sophomores and Freshmen received a course of elementary instruction in pronunciation, emphasis, modulation and rhetorical action.

Oral and written exercises in Greek and Latin composition, with criticism before the class, were connected with the Greek and Latin recitations of the Sophomore and Freshman classes.

### 8. *Examinations.*

Each class is publicly examined at the close of each term's study. The examination is conducted by the officer in charge of each study, in the presence of the President and members of the Faculty and such visitors as are in attendance.

An entire day is devoted to each class in each examination, and the examinations are conducted by a combination of written and oral exercises.

In Greek and Latin, previous to the regular oral examinations, the students are required to make a written translation of a passage selected by the Faculty, without the aid of notes and lexicons.

In Rhetoric and Philosophy, the classes are required to make written discussions of subjects selected from the term's study, in the presence of the examining officers.

The *viva voce* examination takes place subsequently, in the usual manner.

### 9. *Mode of Instruction.*

In the Sophomore and Freshman classes, the instruction is mainly given by the text-books, accompanied by searching analysis of the author and subject studied.

In those English studies which admit of it, the student is required to give in his own words an outline of the author studied. The questions of the teacher, being supplementary, are designed to draw out the student's conception of the author's ideas, and the independent thought which the student himself may have developed on the subject under discussion.

In the higher classes, lectures are constantly connected with the subjects studied in the text-books.

Lectures are given during the year on the following subjects:

1. English Language and Literature.
2. Natural Philosophy.
3. Chemistry.
4. Geology.
5. Mineralogy.
6. Botany.
7. Ethnology.
8. Ancient and Modern History.
9. Greek and Roman Literature.
10. Greek and Roman Philosophy.
11. Intellectual and Moral Philosophy.
12. Political Economy.

With a few exceptions, the students are examined on the subject matter of the lectures as well as the text-books.

The recitations are held ordinarily from 9 to 12 A. M., each working day, with the exception of Saturday, on which the exercises are somewhat shorter.

#### 10. *Discipline.*

The discipline of the University is chiefly moral. There is no written code to regulate the conduct of the students, and the Faculty rely mainly upon examples, general suggestions, and personal association and intercourse, to secure on the part of the students, propriety of conduct and gentlemanly behavior.

When these means, faithfully applied, have failed, it is considered as proof that the delinquent is unfit for the association and privileges of a literary life, and the parent or guardian is requested quietly to remove him from the University.

The plan of the University dispenses with collegio dormitories, as a source of serious evils, and experience thus far has shown that a residence in moral and religious families is every way more desirable for the student.

Punctual attendance on all the required exercises is diligently enforced. An exact record of all absences and delinquencies, as well as of attendance, is kept, together with an estimate of the excellence of each recitation. These records form a history of each student during the period of his residence.

#### 11. *Gratuitous Aid.*

Forty scholarships, of one thousand dollars each, have been endowed for the use of students for the Christian ministry.

Forty such students have received aid during the past year. Twelve free scholarships have been guaranteed to the common schools of the city of Rochester. Three are selected each year, under proper regulations, from these schools. The effect upon the schools has been stimulating and salutary.

#### 12. *Premiums.*

Premiums are open for competition to those students only who are present in the University during the year, are regular in their attendance upon all required exercises, and whose standing shall be good in the studies of each department. Premiums may be divided at the discretion of the committee of award.

SENIOR CLASS.

A premium is given to the member of the Senior class who shall write the best essay on a subject selected by the Faculty.

JUNIOR CLASS.

A premium is given to the member of the Junior class who shall pass the best examination upon some portion of a Greek author selected by the Faculty, which shall have been read in addition to the regular and required course of Greek study.

SOPHOMORE CLASS.

A premium is given to the member of the Sophomore class who shall pass the best examination upon some portion of a Latin author selected by the Faculty, which shall have been read in addition to the regular and required course of Latin study.

A premium is given for the best exercise, by a member of the Sophomore class, in declamation.

FRESHMAN CLASS.

A premium is given to the member of the Freshman class who shall pass the best examination upon some mathematical discussion selected by the Faculty.

13. *Statutes or By-Laws of the University.*

These are few, and have not yet been matured, time being necessary to enable the trustees to adapt them to the condition and exigencies of a new institution. They will be transmitted to the Regents as soon as they shall receive their final form.

14. *Description and value of College Buildings, &c.*

|   |              |
|---|--------------|
| 1. Anderson hall; lands and improvements..... | \$77,848 68  |
| 2. Cabinet, at net cost .....                 | 21,507 12    |
| 3. Library, at net cost .....                 | 11,073 97    |
| 4. Philosophical and chemical apparatus ..... | 2,739 90     |
| 5. Furniture .....                            | 2,682 06     |
| 6. Mount Hope lot .....                       | 115 00       |
|   | <hr/>        |
|   | \$115,966 73 |
|   | <hr/>        |

15. *Description and value of other College Property.*

|  |              |
|--|--------------|
| 1. Bonds and mortgages.....                        | \$21,100 61  |
| 2. Monroe county 7 per cent bonds .....            | 20,500 00    |
| 3. United States bonds.....                        | 14,000 00    |
| 4. Rochester city bonds .....                      | 6,900 00     |
| 5. Ulster county bonds.....                        | 2,000 00     |
| 6. Western Union Telegraph bonds .....             | 500 00       |
| 7. Peninsula Railroad bonds .....                  | 10,000 00    |
| 8. Detroit, M. & Toledo Railroad bonds .....       | 2,000 00     |
| 9. Brockport Village Normal School bonds .....     | 10,000 00    |
| 10. Plankroad stocks .....                         | 400 00       |
| 11. Bills receivable mainly for subscription ..... | 43,602 75    |
| 12. Subscription account .....                     | 21,800 00    |
| 13. Due from students for tuition.....             | 6,175 00     |
| 14. Due from N. Y. B. U. for M. E. Ed. ....        | 50 00        |
| 15. Cash on hand, mostly drawing interest .....    | 8,889 93     |
|  | <hr/>        |
|  | \$167,918 29 |
|  | <hr/> <hr/>  |

16. *Debts.*

|  |            |
|--|------------|
| Due professors and other officers..... | \$4,400 00 |
|--|------------|

17. *Revenue.*

|  |            |
|--|------------|
| 1. Amount charged for tuition .....            | \$5,595 00 |
| 2. Amount received for interest.....           | \$7,610 84 |
| Less amount paid out .....                     | 400 77     |
|  | <hr/>      |
|  | 7,210 07   |
| 3. Amount received for diploma.....            | 379 00     |
| 4. Amount received Isaac Davis prize fund..... | 70 00      |
| 5. Amount received room rent .....             | 537 50     |
| 6. Amount received catalogues .....            | 6 25       |
| 7. Amount received E. T. Oatley .....          | 10 00      |
| 8. Rathbone library fund.....                  |            |
| Expended on library .....                      | \$830 73   |
| Expended on librarian.....                     | 200 00     |
| Books from Germany.....                        | 468 37     |
|  | <hr/>      |
|  | 1 499 10   |



18. *Income and Expenditure.*

|  |       |
|--|-------|
| Balance of income as above .....                       | \$15, |
| <hr/>  |       |
| 1. Officers, agents and servants paid.....             | \$13, |
| 2. Current expenses, including repairs, insurance, &c. | 1,    |
| 3. Free tuition, given away.....                       | 1,    |
| 4. Isaac Davis prize fund.....                         |       |
| <hr/>  |       |
|  | \$17, |
| <hr/>  |       |
| Expenditure over income .....                          | \$2,  |
| <hr/>  |       |

19. *Price of Tuition, &c.*

|                               |    |
|-------------------------------|----|
| 1. Tuition per annum .....    |    |
| 2. Incidentals per annum..... |    |
| 3. Room rent.....             | -- |
| 4. Other expenses.....        | -- |
| <hr/>                         |    |

20. *Close of Report.*

This financial report was presented at the annual mee  
the board of trustees, at Anderson Hall, July 9th, 186  
adopted and approved. The seal of the University, w  
signatures of the president and secretary ordered to be a  
to the same and forwarded.

[L. s.]

WILLIAM KELLY,

*President of the Board of Tru*

WILLIAM N. SAGER, *Secretary and Treasurer.*

## X. UNIVERSITY OF ALBANY—LAW DEPARTMENT.

*To the Regents of the University of the State of New York :*

The Trustees and Faculty of the Law School of the University of Albany, in compliance with the requisition of the Regents of the University, submit the following report of the origin, organization, course of study, methods of instruction, and other matters relating to said school :

The University of Albany was incorporated in 1851 ; it had no endowment, but its act of incorporation authorized the creation of Law, Medical, Literary and Scientific Departments. Of these, the Law Department, known as the Albany Law School, has been the only one created under the act. This department was organized in 1851, by the appointment of three Professors, to each one of whom have been assigned certain specified legal topics. The Professors, and topics assigned to each, were, and still are, the following :

Hon. Ira Harris, LL.D., Practice, Pleadings, Evidence.

Hon. Amasa J. Parker, LL.D., Real Estate, Wills, Criminal Law, Personal Rights, Domestic Relations.

Hon. Amos Dean, LL.D., Personal Property, Contracts, Commercial Law.

*Course of Study and Methods of Instruction.*

The course of study and methods of instruction have been adopted solely in reference to the duties and professional career of the practicing lawyer. The young man is required to do that as a student which will afterwards be required of him as a lawyer. His first object is to acquire a knowledge of the legal principles in connection with their applications to the facts to which they are related, and from which they are derived. With this view he is required to attend and take minutes of lectures and references to adjudged cases. By these means he acquires the legal principles, and the cases which sustain, carry out, and apply them to their appropriate facts. Two of the morning hours of each day of the week, except Saturdays, the student devotes to the hearing and taking down of lectures. These possess him with the most import-

ant legal principles which, by means of the cases referred to, and his own reflection, he is to master and apply during the day. In the cases which make these applications he is expected to do his principal reading. He will find these cases in the English and American Reports, and these Reports are in the Law Libraries of the different lawyers of the city, in that of the Law School, and in the State Library. In addition, the students are daily examined as to topics embraced in the lectures. Thus the Professors are enabled to give a thorough course of instruction in the mode best calculated to fix permanently in the student's mind the legal principles he is required to master, and at the same time to accustom him to exercise a great readiness in their different applications. No previously acquired classical or legal knowledge is necessary to entitle any one to enter the Law School, and in those cases where the mind is mature, and accustomed to the systematic exercise of its powers, such entry is recommended at the commencement of his course of legal study. It is economy, both as to time and money, thus to lay a substantial foundation at the outset.

### *Moot Courts.*

The Moot Courts are designed to afford the student opportunities for the special investigation of legal questions; the preparation of points and briefs; and to train him in the best manner of conducting legal arguments. Two of these are held each week. At each one, questions previously given out are argued by four of the students, previously appointed. Their argument being concluded, the question goes to the entire class, and is there discussed and decided. Besides the arguments by the disputants, the verbal discussions in the class, and the opinion of the presiding Professor, two opinions are also prepared by two of the students, previously appointed, and read before the class before the decision of the question.

### *Terms of the School and Topics Lectured upon, each Term.*

There are three terms of the Law School held each year, called Fall, Winter and Spring; each term continuing for twelve weeks. The Fall term commences the first Tuesday of September; the Winter, the last Tuesday of November, and the Spring the first Tuesday of March. The school has no collegiate year. Students may enter at the commencement of each term with equal advantage, and by continuing during the one at which they enter and the two succeeding ones, may become candidates for graduation.

Professor Dean lectures, during the Fall term, upon the Law of Personal Property, of Contract and of Partnership. During the Winter Term, upon the Law of Corporations, the Contract of Sale, Negotiable Paper, and Suretyship and Guaranty. During the Spring Term, upon the Law of Fixtures, the Bankrupt Law, the Law of Bailments, of Principal and Agent, and of Insurance.

Senator Harris, during the Fall Term, lectures upon Common, Statute and Constitutional Law, Common Law and Equity Practice, and a comparison of both with that under the New York Code.

During the Winter Term, upon the General Principles of Equity Jurisprudence, upon Common Law and Equity Pleadings, and pleadings under the New York Code.

During the Spring Term, upon the Law of Evidence.

Judge Parker, during the Fall Term, lectures upon Criminal Law and Rights of Persons, including Remedies for Private Wrongs.

During the Winter Term, upon the Law of the Domestic Relations, and upon Real Property.

During the Spring Term, upon the Law of Real Property, including Uses, Trusts, Powers and Wills.

### *Text-Books.*

The Professors do not recommend any large amount of reading to be done in text-books. They know that the good lawyer can only be made by the thorough examination and investigation of legal principles as they are reasoned out and applied in the adjudged cases. For the purpose, however, of occasionally occupying their time in a not unprofitable manner, and more especially to enable the students at their greater leisure, to search out and find authorities in their moot court questions, the following Text Books are recommended: Kent's Commentaries, Parsons on Contracts, Broom's Legal Maxims, Collyer on Partnership, Bouvier's Law Dictionary, Angel and Ames on Corporations, Hilliard on Sales, Edwards on Bills of Exchange and Promissory Notes, Edwards on Bailment, Dunlap's Paley on Agency, Reeves' Domestic Relations, Wharton's Criminal Law, Wait's Law and Practice, and such others as are specially recommended during the course of lectures.

### *Requirements for Graduation.*

The applicant must be twenty-one years of age, must sustain a good moral character, must have attended three full terms of the

Law School, must have sustained, during the course, satisfactory examinations, and prepared a dissertation on some legal subject; upon depositing which, and paying a graduating fee of ten dollars, he can, if duly qualified, receive a diploma from the University, conferring the Degree of Bachelor of Laws, which admits to practice both as attorney and counsellor at law, in all the courts of this State.

*Building, Library, Debt.*

The building in which the School is conducted, is the south wing of the Albany Medical College building. The land belongs to the city of Albany, and is leased by the Law School at a merely nominal rent. The building has been erected by the Law Faculty for the University, with the aid received by them from a few generous individuals. The institution is free from debt. The Law Hall contains a very respectable Law Library, worth \$2,000, which is leased to the Law School, and is exclusively devoted to the use of the students.

*Income, Tickets, Expense and Catalogues.*

The professors have no other income or compensation than that which is derived from the sale of tickets to the students. These tickets are for single terms, or for the course. The fee for a single term is fifty dollars; for two terms, ninety, and for three terms, one hundred and thirty dollars; in each case payable in advance. The total amount of income depends upon the number of students in attendance, and that varies with each term. The number of students during the past year was one hundred and seven; the number of graduates, one hundred and four. The necessary expenses to the student, including board, etc., for the whole course is about \$500. Circulars and catalogues, giving more definite and detailed information, are published annually, near the close of the Spring term, and may be obtained on application to either of the Professors.

[L. S.]

THOMAS W. OLCOTT,

*President of the University of Albany, N. Y.*

ORLANDO MEADS, *Secretary.*

## XI. ELMIRA FEMALE COLLEGE, ELMIRA, CHEMUNG COUNTY.

*To the Regents of the University of the State of New York :*

The Trustees of the Elmira Female College, in compliance with the requisition of the Regents of the University, respectfully submit the following report for the collegiate year ending July 1st, 1867 :

### *1. Number and description of Professorships.*

It is an essential part of the plans of the College to place the several leading departments of instruction under regularly endowed professorships. These plans are now in such hopeful progress that during the coming year it is expected that the endowed chairs of instruction will be definitely arranged and designated.

### *2. Trustees, Faculty and other Officers.*

#### TRUSTEES.

Simeon Benjamin, Esq., Chairman, Elmira.

Rev. Augustus W. Cowles, D. D., Elmira.

Hon. John T. Rathbun, Elmira.

Hon. John I. Nicks, Elmira.

Newton P. Fassett, Esq., Secretary, Elmira.

Rev. George C. Curtis, D. D., Elmira.

Rev. Isaac Clark, Elmira.

Jervis Langdon, Esq., Elmira.

Rev. Isaac N. Wyckoff, D. D., Albany.

Hon. Thomas A. Johnson, LL.D., Corning.

Solomon Jenner, A. M., New York.

Rev. A. Augustus Wood, D. D., Geneva.

Rev. Benjamin M. Goldsmith, Benton.

Rev. George N. Boardman, Binghamton.

William Alling, Esq., Rochester.

George Sidney Camp, Esq., Owego.

John G. K. Truair, Esq., Syracuse.

E. B. Jones, Esq., Penn Yan.

Sylvester Willard, M. D., Auburn.

FACULTY.

Rev. Augustus W. Cowles, D. D., President and Professor of Sacred Literature, Mental and Moral Science.

Rev. Darius R. Ford, A. M., Professor of Physical Science, Mathematics and Astronomy.

Miss Anna M. Bronson, Lady Principal and Preceptress in History, Physiology and English Literature.

Miss Eliza Harriet Stanwood, Preceptress in Latin and Algebra.

Miss L. Amelia Dayton, Preceptress in the Department of Modern Languages.

Miss Jane E. Allen, Teacher of Gymnastics, Arithmetic and History.

Miss Sarah H. Bradish, Miss Ida Bronson, Mrs. Mary Alice Seymour, Teachers in the Department of Music.

Mrs. Fidelia E. Stanley, Head of Domestic Department and Superintendent of Permissions.

Miss Delia Dexter, Teacher of Oil Painting.

William Franklin Benjamin, Clerk and Steward.

3. *Number of Students.*

|   |     |
|---|-----|
| Whole number actually in attendance during the collegiate year, including both collegiate and preparatory departments ..... | 134 |
| Whole number in regular College classes .....   | 64  |
| Number of graduates.....  | 10  |
| Whole number of graduates (nine classes).....   | 110 |

No student in any of the college classes was under fourteen years of age. This is the age required for admission to the lowest class in the preparatory department.

4. *Classification of Students.*

The students have been classified, according to the well known method of a full collegiate course, in four annual graded classes. Students are promoted from one class to another only upon thorough and careful examination, both in the middle of the year and at its close. The preparatory department is also graded into two annual classes, called First and Second Academic.

The classes numbered during the year as follows :

|               |    |
|---------------|----|
| Seniors ..... | 10 |
| Juniors.....  | 10 |

|                                      |       |
|--------------------------------------|-------|
| Sophomores .....                     | 15    |
| Protomathians .....                  | 23    |
|                                      | <hr/> |
| Total collegiate (full course) ..... | 64    |
|                                      | <hr/> |
| Second Academics .....               | 27    |
| First Academics .....                | 37    |
| Unclassed Eclectics .....            | 6     |
|                                      | <hr/> |
| Total Preparatory and Eclectic ..... | 70    |
|                                      | <hr/> |

### 5. *College Terms and Vacations.*

The collegiate year is divided into two sessions, of twenty weeks each, the first beginning in the first week in September; the second in the early part of February, after a vacation of two weeks. The close of the collegiate year is followed by a vacation of ten weeks.

### 6. *Course of Study.*

It has been a most grave and difficult problem to arrange a suitable course of collegiate instruction for young ladies. Suitable regard must be given to the requirements of physical culture, so as not to overload the more delicate female constitution. Care must be taken not to discourage those departments of Æsthetic culture, which are so highly and properly esteemed in social life.

How shall these ends be secured with a really thorough and extensive course of study, equivalent in its breadth and value to the usual undergraduate course in Colleges for the other sex?

This College has aimed at this as its definite purpose, and it has been with gratifying results. It has as yet preferred to err on the side of substantial thoroughness, even though less attractive to the masses. No diploma is given except for a full course in Latin, French and German or Greek, with the usual collegiate studies in Mathematics, Sciences, History, Philosophy and Criticism. The diploma confers the usual Baccalaureate degree.

The studies pursued by the several College classes during the year were as follows:

#### PROTOMATHIAN CLASS (FRESHMAN).

First Session.—Cicero's Select Orations, and Robinson's University Algebra, Miss Stanwood; Physical Geography, Professor Ford; Drawing, Miss Nye.

[Senate, No. 49.]



Second Session.—Sallust, Robinson's Algebra, finished, Miss Stanwood; Botany, with lectures and class excursions, Professor Ford.

#### SOPHOMORE CLASS.

First Session.—Horace, Odes, Secular Hymn, Ars Poetica and Satire IX, Book 1, with lectures and exercises in scanning in all metres, President Cowles; Geometry begun; Political Economy with lectures on Law, Professor Ford; French, Miss Dayton.

Second Session.—Geometry and Trigonometry finished; Natural Philosophy, Professor Ford; French continued, Miss Dayton. Spalding's English Literature, with specimen readings from various authors, Miss Bronson.

#### JUNIOR CLASS.

First Session.—French Literature, selections, with Noel and Chapsal's Grammar, German begun, Miss Dayton; Chemistry, with experiments by the class, Professor Ford.

Second Session.—French and German continued, Miss Dayton; Geology and Mineralogy, Professor Ford; Haven's Mental Philosophy (intellect and sensibilities), with written abstracts by the class, and lectures on Ancient and Modern Philosophy, President Cowles.

#### SENIOR CLASS.

First Session.—Mathematical Astronomy, with original observations and calculations at the Observatory, Professor Ford; Alexander's Evidences and Hopkins' Moral Philosophy, President Cowles.

Second Session.—Astronomy with use of Telescope and Transit, at the Observatory; Butler's Analogy, Kames' and Schlegel's History of Literature, President Cowles.

During this session, President Cowles gave to the Senior class a daily lecture, in connection with readings and comments on Ruskin's Works, upon the History and Philosophy of the Fine Arts. These lectures were illustrated by engravings and drawings, many of which were prepared expressly for the class from celebrated works of Architecture, Sculpture and Painting.

#### 7. Exercises.

All the students meet weekly in classes for the study of Rhetoric and Composition. The several classes in rotation, one in each week

recite publicly in chapel. This brings every study and every teacher before the entire College in what is termed a specimen recitation.

Literary exercises are also held by the two societies, Callisophia and Philomatheia, consisting of original essays, recitations, discussions and critical reviews. Bible classes are held every Sabbath, and chapel exercises, consisting of reading the scripture, singing and prayer, are held twice each day.

#### 8. *Examinations.*

A careful merit roll is kept, and no student is advanced to a higher class position, unless a satisfactory grade of scholarship and conduct is maintained. At the close of each session, a public examination is conducted in presence of the Faculty and a Board of Examiners and such visitors as may be in attendance.

#### 9. *Mode of Instruction.*

Instruction has been chiefly given in connection with text-books, with free remarks and lectures. In the more advanced classes, written abstracts and notes of lectures are required.

#### 10. *Discipline.*

With few exceptions the students form one family, and are under the care, supervision, and personal influence of the teachers and matron.

The administration of discipline is designed to be such as should prevail in refined, intelligent christian families, and is always characterized with kindness, patience and courtesy, yet with such firmness as to secure complete and willing obedience to the rules and regulations of the College. The success of the College in this difficult department of education, has been in the highest degree gratifying.

#### 11. *Gratuitous Aid.*

None. Arrangements are in prospect, in connection with the late appropriation from the Legislature, to furnish aid to worthy and needy young women who desire a superior education.

#### 12. *Statutes and By-Laws.*

None have been formally enacted by the trustees. The Faculty have adopted, from time to time, such regulations as are found needful for the government of the College.

13. *Description and Value of College Buildings.*

The principal College edifice is a structure of great architectural elegance, consisting of a central octagon of about seventy feet diameter, with two wings extending each nearly eighty feet and terminating in towers. This building contains an elegant chapel, parlors, society halls, dining room, laboratory, lecture and classrooms, music rooms, and rooms for about one hundred and thirty students. The whole building is heated by ten of the largest hot-air furnaces, is lighted with gas in all the rooms, and is furnished with water on every floor.

The College also owns a commodious residence occupied by the President.

|   |              |
|---|--------------|
| Present value of College edifice .....  | \$100,000 00 |
| Present value of grounds.....           | 30,000 00    |
| Present value of President's house..... | 5,000 00     |
|   | <hr/>        |
| Total value of real estate.....         | \$135,000 00 |
|   | <hr/> <hr/>  |

14. *Other College Property.*

|  |              |
|--|--------------|
| Bonds and mortgages belonging to the Benjamin endowment fund ..... | \$9,500 00   |
| College and society libraries .....                                | 2,000 00     |
| Furniture and fixtures .....                                       | 10,000 00    |
| Musical instruments .....  | 2,500 00     |
| Chemical and Philosophical apparatus .....                         | 1,000 00     |
| Cabinet of minerals, fossils, &c .....                             | 1,000 00     |
|  | <hr/>        |
|  | \$26,000 00  |
|  | <hr/> <hr/>  |
| Whole amount of property .....                                     | \$160,000 00 |
|  | <hr/> <hr/>  |

15. *Revenue.*

|   |             |
|---|-------------|
| Total amount of term-bills for the year ..... | \$20,603 35 |
| Interest on endowment.....                    | 525 00      |
|   | <hr/>       |
|   | \$21,128 35 |
|   | <hr/> <hr/> |

16. *Debts.*

|   |             |
|---|-------------|
| Due Benjamin endowment fund, only the interest of which is payable, to form a perpetual fund..... | \$9,500 00  |
| Funded debt .....   | 10,000 00   |
|   | <hr/> <hr/> |

17. *Income and Expenditure.*

|                                       |             |
|---------------------------------------|-------------|
| Cash receipts from term bills .....   | \$20,603 35 |
| Cash receipts from former bills ..... | 589 65      |
| Interest of Benjamin endowment .....  | 525 00      |

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\$21,718 00

**Expenses:**

|                                   |            |
|-----------------------------------|------------|
| Salaries for instruction .....    | \$6,050 00 |
| Other salaries and wages .....    | 2,980 00   |
| Table expenses .....              | 7,000 00   |
| Gas .....                         | 855 00     |
| Fuel .....                        | 1,530 00   |
| Insurance .....                   | 265 00     |
| Printing and catalogues .....     | 295 50     |
| Tuning and repair of pianos ..... | 367 00     |
| Sundry current expenses .....     | 2,392 63   |
| Repairs and improvements .....    | 760 04     |

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\$22,495 17

|                               |          |
|-------------------------------|----------|
| Interest on endowment .....   | 1,500 00 |
| Interest on funded debt ..... | 904 00   |

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Total expenditure, including \$1,500 placed in endowment fund ..... \$24,899 17

18. *Price of Tuition.*

Tuition for the year, embraced in this report, was included in one charge with board, furnished room, light and fuel. The whole charge for these was \$220 per year of forty weeks.

19. *Close of Report.*

The above report is submitted by the executive committee, in accordance with a standing resolution of the trustees, directing them to make the annual report and affix the seal of the college, with the signature of the chairman and secretary of the board.

[T. S.]

S. BENJAMIN, *Chairman.*N. P. FASSETT, *Secretary.*

## XII. ST. LAWRENCE UNIVERSITY, CANTON, ST. LAWRENCE COUNTY.

*To the Executive Committee of the Board of Trustees of St. Lawrence University :*

The undersigned, principal and professor in the St. Lawrence University, in accordance with the requirements of the Regents of the University, would submit the following report in regard to the course of study, number and standing of the students who have been connected with the University during the year ending July 1, 1867.

The academical department was opened for the reception of students April, 1852, and maintained until July 1, 1866, when, by vote of the executive committee, it was given up. Three years before this a collegiate department was opened, and a regular course of study—scientific and classical—was arranged, similar to that pursued in other colleges, and up to the close of the last year, eight students, having completed the course, were graduated. For the last year the collegiate department has been maintained, and thirty-nine students admitted to it, and eleven who wished to fit themselves for a higher course, have pursued the preparatory course of study.

The course of study, as at present arranged, is as follows :

### *Scientific Course.*

Candidates for admission to this course are examined in Arithmetic, Elementary Algebra, English Grammar, Geography, and History of the United States.

### FRESHMAN YEAR.

Fall Term.—Robinson's University Algebra; Quackenbos' Rhetoric; Fitch's Physical Geography; Analytical Exercises in Milton.

Winter Term.—Algebra completed; Willson's or Weber's General History; Rhetoric completed; Hitchcock's Physiology.

Spring Term.—Robinson's Geometry; General History; Agassiz's Zoology.

## SOPHOMORE YEAR.

Fall Term.—Geometry completed; Youman's Chemistry; Liddell's Roman History; March's Method of Philological Study; French.

Winter Term.—Trigonometry and Conic Sections; Chemistry completed; Roman History; French.

Spring Term.—Analytical Geometry; Surveying; Gray's Manual of Botany; English Analysis; French.

## JUNIOR YEAR.

Fall Term.—Loomis' Calculus; Wayland's Mental Philosophy; Lord's Modern History; Dana's Geology; Latin.

Winter Term.—Snell's Olmsted's Mechanics; Mental Philosophy completed; Modern History completed; Day's Rhetoric; Latin.

Spring Term.—Mechanics completed; Alexander's Moral Philosophy; Trench on Words; Paley's Evidences; Latin.

## SENIOR YEAR.

Fall Term.—Snell's Olmsted's Astronomy; Bowen's Political Economy; French; Civil Engineering.

Winter Term.—Spalding's English Literature, Paley's Natural Theology, Dana's Mineralogy, History of Mental Philosophy.

Spring Term.—Butler's Analogy, Alison on Taste, Coppee's Logic.

One language is required in this course; but nearly all the students have taken both French and Latin. German is optional. Two of the graduating class studied it.

*Classical Course.*

Candidates for admission to this course are examined in the branches required for admission to the Scientific course, and the following: Latin Grammar; Cæsar; Sallust; Virgil's *Æneid*, six books; Cicero's Orations, six; Greek Grammar; Xenophon's *Anabasis*, three books; Homer's *Iliad*.

## FRESHMAN YEAR.

Fall Term.—Livy, first book; Latin Prose Composition, one exercise a week; Herodotus, one book; Greek Antiquities, one exercise a week; University Algebra; Rhetoric.

Winter Term.—Livy, completed; Latin Prose; Homer's *Odyssey*, one book; University Algebra, completed; Rhetoric completed, with practical illustrations; General History.

Spring Term.—Xenophon's *Memorabilia*, one-half book; Cicero *de Senectute*; Greek Prose Composition, one exercise a week; Roman Antiquities, one exercise a week; Geometry, five books; General History; Zoology.

#### SOPHOMORE YEAR.

Fall Term.—Horace, three books; Odes, and the whole of *Art Poetica*; Roman Antiquities; Roman History; Geometry, completed; Physical Geography.

Winter Term.—Thucydides; Cicero *de Oratore*, first book; Roman History, two exercises a week, first chapter; Physiology; Trigonometry, and Conic Sections; Greek Prose, one exercise a week.

Spring Term.—Tacitus' *Germania* complete, and half of *Agricola*; Analytical Geometry; Surveying and Navigation; Gray's *Manual of Botany*, with analyses of flowers; March's *Method of Philological Study*.

#### JUNIOR YEAR.

Fall Term.—Demosthenes, one-half Oration on the Crown; Smith's *Grecian History*, two exercises a week, first two books; Loomis's *Calculus*; Youman's *Chemistry*; French.

Winter Term.—Sophocles' *Electra*; Snell's *Olmsted's Mechanics*; French continued; Chemistry completed; Day's *Rhetoric*.

Spring Term.—Mechanics' completed; Paley's *Evidences*; Alexander's *Moral Philosophy*; Trench on Words; French.

#### SENIOR YEAR.

Fall Term.—Snell's *Olmsted's Astronomy*; Wayland's *Mental Philosophy*; Bowen's *Political Economy*; Dana's *Geology*.

Winter Term.—Mental Philosophy, completed; Paley's *Natural Theology*; Spalding's *English Literature*; Dana's *Mineralogy*.

Spring Term.—Butler's *Analogy*; Alison on Taste; Coppee's *Logic*.

These courses of study have been rigidly pursued by the several classes, though in some cases the exact order has not been observed. Owing to the small number of Professors, who have not found time to hear all the recitations in the regular order, the

idents of two classes have recited together in History, the Nat-  
al Sciences, Mental and Moral Philosophy. Two Professors  
ve thus been enabled to do nearly the whole work of instruc-  
on. Some of the classes have recited to Professors Fisher and  
one of the Theological Department, in Moral Philosophy, Logic  
d Greek. Our labors have been severe, but we have performed  
em cheerfully, under the confident expectation that our funds  
ill soon be increased so that we can add to the number of Pro-  
ssors, and thus lighten our work.

The students may be classified as follows :

|   |      |
|---|------|
| cademical.....                            | 11   |
| ollegiate : Scientific .....              | 32   |
| Classical .....                           | 7    |
|   | — 39 |
|   | —    |
| Whole number .....                        | 50   |
|   | =    |
| In the Collegiate Department :            |      |
| Males .....                               | 23   |
| Females .....                             | 16   |
| Freshman class .....                      | 23   |
| Sophomore class .....                     | 9    |
| Junior class .....                        | 3    |
| Senior class .....                        | 4    |
|   | —    |
| Whole number of Collegiate students ..... | 39   |
|   | =    |

Nearly all in the Scientific course have pursued a partial Class-  
ical course, studying the Latin, and some the Greek Language.

A thorough knowledge of one Language is positively required  
of each student of the Scientific Department, before he receives  
his degree. The language generally chosen is Latin; but some  
study Greek, French, and German also.

In the Scientific and Classical Departments, ladies are required  
to pursue the same course of study as gentlemen, with two excep-  
tions, Surveying and Political Economy. Their standing as  
scholars will compare very favorably with that of gentlemen.

The students, during the past year, were all fourteen years of  
age or older.

Those gentlemen who complete the Scientific course receive the  
degree of Bachelor of Science; and those who complete the Class-  
ical course receive the degree of Bachelor of Arts. The ladies



who complete the Scientific course, receive the degree of Laureate of Science; and those who complete the Classical course, that of Laureate of Arts.

Two gentlemen of the Scientific Department were graduated in June, 1865, and two ladies in June, 1866. In July, 1867, three ladies received the degree of L. S., and one gentleman the degree of B. A.

There are now two in the Senior class, one lady pursuing the Scientific course, and one gentleman the Classical. Whole number of graduates, eight.

The College year is divided into three terms, of thirteen weeks each, commencing on or near the first of September, the tenth of December, and the first of April.

Annual commencement on the Wednesday preceding the Fourth of July.

The following are the names of the faculty and trustees:

#### FACULTY.

President—vacant. [Duties performed by the Principal.]

Rev. J. S. Lee, A. M., Principal and Professor of Languages and English Literature.

Nehemiah White, A. M., Professor of Mathematics and Elocution.

Rev. E. Fisher, D. D., of the Theological Department, Moral Philosophy, Butler's Analogy and Logic.

Rev. O. Cone, A. M., of the Theological Department, Rhetoric—  
———, Preceptress. [Place not yet filled.]

#### TRUSTEES.

Hon. Martin Thatcher, President, New York.

Levi B. Storrs, Secretary and Treasurer, Canton.

N. Van Nostrand, New York.

Rev. Eli Ballou, D. D., Montpelier, Vt.

Rev. William S. Balch, Galesburgh, Illinois.

Rev. Geo. W. Montgomery, Rochester.

Rev. L. C. Browne, Canton.

Rev. John M. Austin, Auburn.

P. H. Bitley, Branchport.

James Brayley, Buffalo.

Josiah Barber, Auburn.

Hon. S. N. Sherman, Ogdensburgh.

Theodore Caldwell, Canton.

Barzillai Hodskin, Canton.

Abel A. Simmons, Canton.  
Hon. A. B. James, Ogdensburgh.  
Hartwell Jennison, Washington, D. C.  
William C. Shaw, Potsdam.  
Dr. L. Amsden, Malone.  
Rev. E. E. Fisher, D. D., Canton.  
Hon. L. J. Bigelow, Watertown.  
S. C. Herring, Brimfield, Mass.  
Rev. J. S. Lee, A. M., Canton.  
Dr. J. S. Conkey, Canton.  
Gen. E. A. Merritt, Potsdam.

*Executive Committee.*

Theodore Caldwell, President.  
L. B. Storrs, Secretary.  
B. Hodskin.  
A. A. Simmons.  
Dr. J. S. Conkey.

The great want of the college, still, is funds. With property less than \$40,000, we cannot expect to prosper permanently as a college. The trustees and others especially interested in the institution, are aware of this, and are taking active and efficient measures to endow it properly. They have put three agents into the field, who, according to present appearances, will succeed, before another year closes, in raising the contemplated \$25,000, to endow another professorship. The trustees, backed up by zealous friends of the institution in New York city and other parts of the State, will then take measures to increase this fund to \$100,000. Wealthy friends have turned their attention to our wants, and promise to aid us prospectively. In a few years, then, we hope and expect that the college will be placed on a good working basis, as a first class institution, the only one of the kind, let it be borne in mind, in northern New York. In the meantime, we will "learn to labor and to wait."

A Theological Department is connected with the University, under the charge of Rev. Dr. E. Fisher, Principal and Professor of Theology, and Rev. O. Cone, Professor of Biblical Languages and Literature. Twenty-six students, arranged in three classes, were connected with it during the last year. It has some \$63,000 funds. It is under the control of the same Board of Trustees as the Collegiate Department, but its funds are entirely separate.

The students of the two departments meet in separate apartments, and the instruction is distinct, with the exceptions before mentioned.

There are two terms of twenty weeks each, commencing about the 25th of September and February. Commencement exercises on the second Wednesday of July.

Respectfully submitted,  
CANTON, N. Y., Nov. 20, 1867. J. S. LEE, *Principal*.

REPORT OF THE TREASURER.

*Estimated Value of Buildings, Grounds, &c.:*

|                               |             |
|-------------------------------|-------------|
| Buildings and grounds .....   | \$33,000 00 |
| Library .....                 | 700 00      |
| Philosophical apparatus ..... | 700 00      |
| Furniture .....               | 190 00      |
| Bonds and mortgages .....     | 24,112 75   |
| Notes ..                      | 300 00      |
|                               | <hr/>       |
|                               | \$59,002 75 |
|                               | <hr/>       |
| Due on building .....         | \$15,000 00 |
| Due Theological School .....  | 7,000 00    |
| Balance over all debts .....  | 37,002 75   |
|                               | <hr/>       |
|                               | \$59,002 75 |
|                               | <hr/>       |

*Receipts and Payments for year ending June 30, 1867.*

|  |            |
|--|------------|
| Cash on hand July 1, 1866 .....              | \$38 76    |
| Cash for interest on bond and mortgage ..... | 1,748 36   |
| Cash for room-rent .....                     | 28 50      |
| Cash for diplomas .....                      | 20 00      |
| Cash for tuition .....                       | 572 75     |
| Cash for bonds and mortgages .....           | 1,350 00   |
| Cash for old subscriptions .....             | 55 00      |
| Cash for temporary loan .....                | 408 85     |
|  | <hr/>      |
|  | \$4,222 22 |
|  | <hr/>      |
| Paid salaries .....                          | \$1,965 00 |
| Insurance ..                                 | 90 00      |
| Interest on debt .....                       | 490 00     |
| Interest on old debt, omitted .....          | 1,490 00   |
| Incidental expenses .....                    | 207 22     |
|  | <hr/>      |
|  | \$4,222 22 |
|  | <hr/>      |

L. B. STORRS, *Treasurer*.

*To the Regents of the University of the State of New York:*

The executive committee of St. Lawrence University submit the foregoing report for the year ending June 30, 1867, containing a true statement of facts showing the progress and condition of said University during and at the close of said year in respect to the several subject matters therein named.

Approved at a meeting of the executive committee, November 27, 1867.

T. CALDWELL,

[L. s.]                      *Chairman of Executive Committee, &c.*  
L. B. STORRS, *Secretary.*

CANTON, N. Y., *November 27, 1867.*

## XIII. ALFRED UNIVERSITY, ALFRED, ALLEGANY CO.

*To the Regents of the University of the State of New York:*

The Trustees of Alfred University, in compliance with the requisition of the Regents of the University, submit the following as their report for the collegiate year, ending July 3d, 1867:

1. *Departments.*

Two General Departments are in operation, a Collegiate and an Academic,—Alfred Academy, as formerly existing, forming the Academic. These have each a male and female department with equal powers and privileges. As subdivisions of these general departments, the following courses of study have been established, viz.:

1. A Classical Course.
2. A Scientific Course.
3. Ladies' Course.
4. Normal and Teachers' Course.

2. *Professorships.*

1. English Language and Literature.
2. Latin Language and Literature.
3. Greek Language and Literature.
4. Pure Mathematics and Astronomy.
5. Modern Languages.
6. Physical Sciences.
7. Natural History.
8. Metaphysical and Ethical Sciences.
9. Painting and Penciling.
10. Music.

3. *Trustees and Faculty.*

## TRUSTEES.

The Board of Trustees is constituted as follows:

Hon. Benjamin F. Langworthy, President; Rev. Nathan V. Hull, Rev. Thomas B. Brown, Rev. George B. Utter, Rev. Darius

ord, Hon. Otis Thacher, Elisha C. Green, M. D., Hon. Benjamin Maxson, Alfred Lewis, Elisha Potter, John A. Langworthy, Clark Rogers, Hon. John R. Hartshorn, M. D., Ira B. Crandall, Albert Smith, Rev. Nathan Wardner, Almond E. Crandall, Esq., Hon. Volcott Hatch, William C. Burdick, Maxon Stillman, Hon. Philip S. Green, Maxon J. Green, Lorenzo Collins, Gurdon Evans, A. M., Charles D. Langworthy, William M. Saunders, David R. Stillman, Rowland A. Thomas, Samuel N. Stillman, Silas C. Burdick, Rev. Jonathan Allen, A. M., Oliver D. Sherman.

### FACULTY.

The Faculty for the past year has been composed of the following persons:

Rev. William C. Kenyon, A. M., Professor of Latin and English Languages and Belles-Lettres, died in the city of London, June 7th, 1867.

Rev. Jonathan Allen, A. M., President and Professor of Metaphysical and Ethical Sciences.

William A. Rogers, A. M., Professor of Mathematics and Astronomy.

Anderson R. Wightman, A. M., Professor of Physical Sciences; elected Professor of Latin during the year.

Rev. George E. Tomlinson, A. M., Professor of Greek Language and Literature.

Mrs. Abigail A. Allen, A. M., Teacher of Oil Painting and Penciling.

Professor Jairus M. Stillman, Teacher of Music and Voice Culture.

Miss Mary E. Brown, Teacher of Modern Languages.

### 5. *Number and Classification of Students.*

| COLLEGE.     |                |       |
|--------------|----------------|-------|
| Seniors..... | Gentlemen..... | 4     |
|              | Ladies.....    | 1     |
|              |                | <hr/> |
|              |                | 5     |
| Juniors..... | Gentlemen..... | 11    |
|              | Ladies.....    | 4     |
|              |                | <hr/> |
|              |                | 15    |

|                             |       |       |
|-----------------------------|-------|-------|
| Sophomores..Gentlemen ..... | 16    |       |
| Ladies .....                | 8     |       |
|                             | <hr/> | 24    |
| Freshmen...Gentlemen .....  | 7     |       |
| Ladies .....                | 21    |       |
|                             | <hr/> | 28    |
| Total .....                 |       | <hr/> |
|                             |       | 72    |

ACADEMICIANS AND NORMALS.

|                                      |       |       |
|--------------------------------------|-------|-------|
| Gentlemen .....                      | 11    |       |
| Ladies .....                         | 3     |       |
|                                      | <hr/> | 14    |
| Preparatory Students—Gentlemen ..... | 128   |       |
| Ladies .....                         | 96    |       |
|                                      | <hr/> | 224   |
| Total in all departments .....       |       | <hr/> |
|                                      |       | 310   |
|                                      |       | <hr/> |

6. College Terms

The terms for study have been as follows :

First term, from September 19th, 1866, thirteen weeks.

Second term, from January 2d, 1867, twenty-six weeks.

The second term is divided into two academic terms of thirteen weeks.

7. Courses of Study.

The courses of study as pursued in said University, in each class, are as follows :

SCIENTIFIC COURSE.

Freshman Year.

First Term.—Algebra; French; Astronomy.

Second Term.—Algebra; French; Physical Geography.

Third Term.—Geometry; French; Botany (Wood.)

Sophomore Year.

First Term.—Trigonometry (Robinson); German Meteorology

Second Term.—Analytical Geometry; German; Natural Philosophy.

Third Term.—German; Surveying (Robinson); Mineralogy.

*Junior Year.*

First Term.—Chemistry; Calculus; Rhetoric.

Second Term.—German; History; Physiology (Hitchcock's).

Third Term.—Mathematical Astronomy, begun; Geology; Zoology; Analytical Chemistry (optional.)

*Senior Year.*

First Term.—Logic; Psychology; Elocution; Mathematical Astronomy.

Second Term.—Ethics; Ecclesiastical History; Law (Woolsey.)

Third Term.—Æsthetics; Theology; History and Philosophy of Civilization.

## LADIES' COURSE.

*Protomathian Year.*

First Term.—Algebra; French; Astronomy.

Second Term.—Algebra; French; Physiology (Hitchcock.)

Third Term.—Geometry; Botany; French.

*Sophomore Year.*

First Term.—Trigonometry; German; Music.

Second Term.—Conic Sections; German; Music.

Third Term.—German; Perspective; Music.

*Junior Year.*

First Term.—Chemistry; Rhetoric; Painting.

Second Term.—History; Physiology; Natural Philosophy.

Third Term.—Zoology; Geology; Painting.

*Senior Year.*

First Term.—Logic; Psychology; Elocution.

Second Term.—Ethics; Ecclesiastical History; Law.

Third Term.—Æsthetics; Theology; History and Philosophy of Civilization.

## CLASSICAL COURSE.

*Freshman Year.*

First Term.—Livy; Homer's Iliad (Johnson's); Algebra.

Second Term.—Cicero de Senectute et de Amicitia; Cyropædia; Algebra.

Third Term.—Germania et Agricola; Memorabilia; Geometry.



*Sophomore Year.*

First Term.—Horace begun; Herodotus; Trigonometry.

Second Term.—Horace completed; Thucydides; Analytical Geometry.

Third Term.—Tusculan Disputations; Electra and Prometheus Vincit; Surveying.

*Junior Year.*

First Term.—Plato's Phæton; Astronomy; Chemistry.

Second Term.—History or Physiology; De Corona; Physical Geography; Natural Philosophy.

Third Term.—Botany; Geology; Tacitus' Histories; Zoology.

*Senior Year.*

First Term.—Logic; Psychology; Elocution.

Second Term.—Ethics; Law; Ecclesiastical History.

Third Term.—Æsthetics (Lectures); Theology (Lectures); History and Philosophy of Civilization (Lectures).

Students in the Scientific or Ladies's Course can take the Ancient instead of the Modern Languages laid down in those courses.

*8. Exercises.*

The students are exercised weekly in composition, declamation, spelling, pronunciation, &c. Voluntary classes in Elocution are formed each term. There are likewise public exercises in reading and speaking original productions, under the supervision of the Professor of Rhetoric and Elocution.

*9. Examinations.*

Examinations for entrance have been held at the beginning of each year, and for advanced standing at the opening of each succeeding term. Examinations are also held at the close of each term. These examinations are mostly written.

*10. Mode of Instruction.*

In most of the studies, recitations are made from text-books with questions and explanations by the instructor. In some of the higher studies, instruction has been given by lectures.

*11. Discipline.*

It is the object of the Institution, both in reference to conduct and scholarship of students, to recognize effort as well as achievement. Hence, in all records, both are taken into account, and

credit given accordingly. Both the conduct and the scholarship thus obtained are entered upon the books of the Institution. This bringing into prominence the effort of the student, has thus far, in the experience of the Institution, proved very satisfactory.

### 12. *Summary of Regulations.*

The same as reported last year.

### 13. *Gratuitous Aid.*

|   |                 |
|---|-----------------|
| There has been granted during the year free tuition as follows: |                 |
| On scholarships .....   | \$632 25        |
| Donated .....   | 133 00          |
| Total .....   | <u>\$765 25</u> |

### 14. *Description and value of College Buildings.*

|   |                    |
|---|--------------------|
| Property formerly owned by Alfred Academy:  |                    |
| Gentlemen's hall, valued at.....            | \$4,000 00         |
| Chapel and recitation rooms, valued at..... | 12,000 00          |
| Grounds and building lots, valued at .....  | 1,300 00           |
| Total .....                                 | <u>\$17,300 00</u> |
| University hall.....                        | 30,000 00          |
| Astronomical observatory.....               | 1,500 00           |
| Library .....                               | 5,000 00           |
| Geological and botanical cabinet .....      | 2,000 00           |
| Philosophical apparatus .....               | 500 00             |
| Furnishing and fixtures.....                | 3,500 00           |
| Total .....                                 | <u>\$59,800 00</u> |

### 15. *Other College Property.*

|  |                    |
|--|--------------------|
| Bonds and Mortgages held as permanent endowment fund ..... |                    |
|  | \$14,800 00        |
| Scholarship notes, endowment notes, and subscriptions..    | 60,000 00          |
| Total .....  | <u>\$74,800 00</u> |

### 16. *Debts.*

|  |                   |
|--|-------------------|
| The funded debt of the Institution is..... | \$8,700 00        |
| Due for repairs on buildings .....         | 600 00            |
| Due teachers .....                         | 400 00            |
| Total .....                                | <u>\$9,700 00</u> |

17. *Income and Expenditures.*

Income:

|                            |                   |
|----------------------------|-------------------|
| Tuition and room rent..... | \$1,921 00        |
| *Endowment fund.....       | 1,617 00          |
| Academical department..... | 3,058 94          |
| Diplomas .....             | 20 00             |
| Total .....                | <u>\$6,616 94</u> |

Expenditures:

|  |                   |
|--|-------------------|
| Salaries (College Department).....                       | \$2,200 00        |
| Interest.....  | 651 00            |
| Expense account .....                                    | 349 29            |
| Repairs on buildings .....                               | 350 00            |
| Academic department, (for salaries, incidentals, etc.).. | 3,053 71          |
|  | <u>\$6,604 00</u> |
| Balance .....  | 12 94             |
| Total .....  | <u>\$6,616 94</u> |

18. *Price of Tuition.*

|  |                 |
|--|-----------------|
| Tuition, per year .....                            | \$30 00         |
| Music, per year, extra.....                        | 36 00           |
| Oil painting, per year, extra.....                 | 30 00           |
| Penciling, per year, extra.....                    | 6 00            |
| Board, room rent, fuel and washing, per year ..... | 150 00          |
| Total .....  | <u>\$250 00</u> |

19. *Close of Report.*

The foregoing report was adopted at a meeting of the board of trustees, held October 28th, 1867, a quorum being present, and ordered, after affixing the seal and being signed by the proper officers, to be forwarded to the Regents of the University.

[L. S.]

BENJ. F. LANGWORTHY, *President,*  
OLIVER D. SHERMAN, *Secretary,*  
ELISHA POTTER, *Treasurer.*

\* No interest has been paid on \$48,000 of the Endowment Fund; interest was not due until September 1, 1867.

#### XIV. INGHAM UNIVERSITY, LE ROY, GENESEE CO.

*To the Regents of the University of the State of New York.*

The Councilors of Ingham University, in compliance with the requisition of your Board, submit the following report for the year ending June 19, 1867:

##### 1. *Number and Description of Professorships.*

The institution being without any permanent pecuniary endowments, finds it impossible to sustain a full board of professors, devoted exclusively to their respective departments. When that good day shall arrive—and we look for it with increasing confidence—in which our daughters, equally with our sons, shall enjoy the benefit of endowed professorships, we shall hope to be able to give a more satisfactory report under this head.

##### 2. *Councilors, Faculty, and other Officers.*

###### COUNCILORS.

The following is a full list of the Councilors of the University, with their respective places of residence.

Rev. Samuel D. Burchard, D. D., Chancellor, New York city.

Rev. Edwin S. Wright, D. D., Fredonia.

Rev. Frank F. Ellenwood, D. D., New York city.

Alfred F. Bartow, Esq., Le Roy.

Oliver Allen, Esq., Wheatland.

John R. Olmstead, Esq., Le Roy.

Calvin Adams, Esq., Brooklyn.

Rev. Joseph B. Page, Perry.

Rev. Charles P. Bush, D. D., Rochester.

Rev. Levi Parsons, Mount Morris.

Harrison Osborne, Esq., Le Roy.

\* Mrs. Marietta Ingham, Le Roy.

Rev. Dugald McCall, A. M., Scottsville.

Rev. C. F. Mussey, A. M., Batavia.

\* Col. Phineas Staunton, A. M., Le Roy.

Ephraim Stone, Esq., Geneseo.

Frederick Starr, Esq., Rochester.  
 Rev. George P. Folsom, A. M., Geneseo.  
 Rev. Thomas Hodgman, A. M., Byron.  
 Rev. Milton Waldo., A. M., Hornellsville.  
 Hon. John Fisher, Batavia.  
 Hon. A. P. Hascall, Le Roy.  
 Joel Whiting, Esq., Le Roy.  
 Doct. R. Williams, Le Roy.  
 Lucius N. Bangs, Esq., Le Roy.

#### FACULTY.

The Faculty and other officers was as follows :

Rev. Samuel D. Burchard, D. D., Chancellor.  
 Col. Phineas Staunton, A. M., Vice Chancellor, and Professor  
 in the Arts of Painting and Drawing.  
 Mrs. Emily E. J. Staunton, A. E., Lady Principal, and Teacher  
 in Bible Literature and Social duties.  
 Rev. William L. Parsons, D. D., Professor of Mental and Moral  
 Science, Political Economy and Logic.  
 Mrs. L. A. Seymour Parsons, A. E., Associate Principal, and  
 Teacher in History and English Literature.  
 Miss Maria E. Upton, A. E., Teacher of Mathematics and  
 Astronomy.  
 Miss Sarah F. Whiting, A. C., Teacher of Latin and Greek, and  
 of the Natural Sciences.  
 Miss Rhoda E. Mead, Teacher of French and German.  
 Miss Anna C. North, A. A. Drawing, Oil Painting and Gym-  
 nastics.  
 Miss Fannie L. Kimball, Principal of Preparatory Department-  
 Mrs. P. L. W. Fargo, and Miss Eliza F. Browning, Teachers in  
 Instrumental and Vocal Music and Culture.  
 Miss Ellen Z. Field, Assistant.  
 Mrs. Julia A. Hays, Matron and Guardian of Health and Habits.

#### 3. *Number of Students.*

The whole number of students in all departments of the University during the year was one hundred and ninety-eight.

The number of students in the college classes was sixty.

The number of students in the graduating class was eight.

The average age of the pupils in the college classes was seventeen and two-thirds years.

#### 4. *Classification of Students.*

We have four classes corresponding to the four classes in college, with the following names and numbers :

|  |             |
|--|-------------|
| Palmarians (Seniors) .....                             | 8           |
| Amplians (Juniors) .....                               | 6           |
| Cardians (Sophomores) .....                            | 13          |
| Novians (Freshmen) .....                               | 33          |
|  | <hr/>       |
|  | 60          |
| In the Academic, Preparatory and Art Departments ..... | 138         |
|  | <hr/>       |
|  | 198         |
|  | <hr/> <hr/> |

#### 5. *Academic Degrees.*

Seven of the graduating class received their diplomas, conferring upon them the appropriate degrees.

Miss Catharine Aiken, of Stamford (Conn.) Female Seminary, received the degree of *Artium Excelsior*.

#### 6. *College Terms.*

We have two sessions of twenty weeks each, with no vacation till the close of the school year. The first term began September 13th; the second January 31st; annual commencement, Wednesday, June 19th.

#### 7. *Course of Study.*

The problem of a course of study, the best possible in its adaptations to secure the true type of female development and character, is, perhaps, yet unsolved. Recognizing the demand of society and of womanly nature for a style of elegant culture less restricted than that of the other sex, and somewhat peculiar, we, with our co-laborers in other institutions, are directing our efforts to secure the highest practicable results.

It is, as yet, easier to prescribe a thorough curriculum of study than to interest any large number of young ladies to devote the time and labor required to master it; easier than to induce parents to urge it upon their daughters as upon their sons.

With the design of advancing as rapidly as possible to our ideal standard, we have a four-year's course of study, corresponding essentially to the under-graduate course in our colleges for the other sex, allowing, in certain circumstances, modern languages as a substitute for the higher classics, and an advanced pursuit of

mathematics and the sciences as a substitute for Greek. A fifth year of study accomplishes the whole ; secures a completed course and the highest honors of the University.

We have also a "Literary Course" of three years, in which is embraced a full quota of literary studies, in addition to a shorter course of the languages and mathematics. The object of adopting this course is to make suitable provision for the mass of young ladies, who, destined to fill important places in society, and requiring to be trained with peculiar care, have yet not the taste or adaptation for the higher classics and mathematics. Thus we aim, also, to rescue a large number from a mere miscellaneous and often unsuccessful method of study, and to secure a tendency to more thoroughness, which, we are happy to find, is the practical result. The diplomas awarded correspond to the amount of study achieved.

Special attention is given to the Art Department ; and the Institution is very thoroughly furnished in this direction. The Art Gallery contains many choice pictures, copies from the Old Masters, as well as original paintings by living artists in Berlin, Munich, Dusseldorf and Paris.

The Institution aims to qualify young ladies thoroughly for book-keeping, and for the independent transaction of any kind of business to which they may be called.

The course of study pursued by the several classes for the year is as follows :

#### NOVIAN CLASS.

First Term.—Virgil, with Grammar and Exercises ; or, instead, French and German begun ; Physiology ; Algebra ; Ancient History, with illustrative readings from Ancient Literature and notes.

Second Term.—The same four studies continued, Modern History taking the place of Ancient ; Lectures, written and practical exercises and scanning being added.

#### CARDIAN CLASS.

First Term.—Cicero's Orations against Catiline ; or, instead, French and German with dictations and recitations ; Davies' Legendre, Plane, Solid and Spherical ; Rhetoric ; Natural Philosophy.

Second Term.—Cicero, pro Archia and Selections ; or, instead, French and German Literature ; Trigonometry, Plane and Spherical ; Botany, with illustrations and Exercises ; Chemistry.

AMPLIAN CLASS.

First Term.—Livy and Greek begun ; or, in the Scientific Course, Conic Sections and Silliman's Physics ; Evidences of Christianity ; Philosophy of History in Lectures.

Second Term.—Horace, Odes, Satires and Ars Poetica, with Scanning in various meters ; Greek Testament ; or, in the Scientific Course, Silliman's Physics ; Geology ; Book-keeping.

PALMARIAN CLASS.

First Term.—Hickok's Mental Science, with Lectures ; Shaw's and Reed's English Literature, with illustrative readings from standard authors ; Political Economy ; Whately's Logic.

Second Term.—Greek, Xenophon and Homer ; or, in Scientific Course, Olmsted's Astronomy ; Kames' Criticism, with references to Ruskin and Bascom's *Æsthetics* ; Moral Science ; Butler's Analogy.

Occasional lectures from Vice-Chancellor Staunton on Art, and from Dr. Parsons on Ethics and Government, were delivered during the year.

8. *Exercises.*

All the pupils are assigned to classes which meet weekly for exercises and instruction in English Composition. Written exercises of some description are required each week of every pupil ; and, in addition, an original essay every third week. These are corrected, read, and criticised, either in classes or before the assembled school and faculty. Writing is also exacted more or less in connection with various studies.

Wednesday of each week is given to these and other exercises, designed to supplement the daily lessons and make the course of instruction complete. The morning is given to reviews in all the elementary studies, generally continued to the Senior year. The more advanced pupils are occupied, the first term, in Readings in Ancient Literature and the English Classics—especially Shakspeare—with criticisms and discussions, and written analyses, and a course of Lectures on the Legal Rights of women. The second term, these are succeeded by Domestic Economy, Normal Training, English Classics continued, and Lectures on the science and forms of Government. Special attention is given to Vocal Music on that day.

At the opening of each daily session, half an hour is appropriated to devotional exercises, to biblical, and to such other moral



and practical instruction as is adapted to the known necessities of the pupils. All the members of the school family are embraced in Bible classes held each Sabbath afternoon. A religious service is held in the evening, for those of the family who do not attend church.

The pupils, with few exceptions, are thoroughly drilled in gymnastic exercises, at least four hours in each week.

#### 9. *Exhibitions and Prize Contests.*

The two societies give each a public literary entertainment during the school year, and on the evening before commencement a united one, consisting of essays, discussions, colloquies, recitations, etc. An annual address before the two societies, by a gentleman of literary reputation, is a part of the programme of commencement week.

#### 10. *Examinations.*

On the completion of the studies of each term, a thorough examination of the classes is had in the presence of the school, the faculty, and such parents and other visitors as choose to be present. A satisfactory examination is made the condition of the advancement of the pupil in her course toward graduation.

#### 11. *Modes of Instruction.*

Lessons are given from the text-book, and each student is required to master the teachings of her author. It is the farther aim of the teachers, by conversation, illustration, lectures and experiments, to make the pupils independent of the text-book, and to lead them to apprehend the truth of what they learn by the insight of their own minds. Where the subject makes it important, notes and abstracts are required of the learner.

#### 12. *Discipline.*

The kind and affectionate personal influence of the section teachers and matron, with the co-operative authority of the principal and her associate, has been generally found sufficient to secure the good order of the school. We aim to develop the controlling power of reason and conscience in a manner to obviate the necessity of any more stringent measures in the administration of school government. The expulsion of a student has not for years been found necessary.

13. *Gratuitous Aid.*

The Institution has no funds from which such aid can be granted. Worthy young ladies, of moderate means, yearning for educational privileges, are, however, sometimes aided by a larger or smaller deduction from their term bills.

14. *Statutes and By-Laws.*

A few simple and obviously just rules, demanded by the common good, have answered all the purposes of more formal statutes.

15. *Description and Value of College Buildings.*

The Institution has one large University building, the lower story of which furnishes the necessary school and recitation rooms; and the upper story affords a large audience room, used for gymnastic classes and on commencement occasion. Then there are four connected buildings, reaching each way from a large central three story structure, arranged for the convenience of our educational work. In these buildings we have suitable rooms for a hundred young ladies; parlors, dining room, laundry, two large society rooms, with their libraries and appropriate furniture, music rooms, cabinet hall, studios, and art gallery. These buildings are connected with the cottage occupied by the Principal and her family, by a large conservatory, and a covered arbor two hundred feet long, used by the pupils for exercise in stormy weather.

|  |                    |
|--|--------------------|
| The present value to the University of its buildings,<br>we estimate at .....                | \$45,000 00        |
| The present value of the University grounds, at...   | 10,000 00          |
| The present value of the cottage property, occupied<br>by the Principal and family, at ..... | 10,000 00          |
| Total.....   | <u>\$65,000 00</u> |

16. *Other Property in use for School Purposes.*

|   |            |
|---|------------|
| Libraries of the University and of the<br>two societies.....      | \$3,500 00 |
| Furniture and fixtures in school rooms<br>and boarding house..... | 12,000 00  |
| Fourteen musical instruments in use,<br>valued at .....           | 3,500 00   |

|   |            |                            |
|---|------------|----------------------------|
| Chemical and philosophical apparatus                      | \$1,500 00 |                            |
| Cabinet of minerals.....                                  | 1,500 00   |                            |
| Oil painting in the art gallery, from<br>\$10,000 to..... | 15,000 00  |                            |
|   |            | <u>\$36,500 00</u>         |
| Total value of property employed in the work..            |            | <u><u>\$101,500 00</u></u> |

17. *Revenue.*

|  |                           |
|--|---------------------------|
| Receipts from tuition and board bills for the year.. | <u><u>\$23,173 90</u></u> |
|--|---------------------------|

18. *Debts.*

|  |                          |
|--|--------------------------|
| The Institution has a permanent debt of..... | <u><u>\$8,000 00</u></u> |
|--|--------------------------|

19. *Income and Expenditures.*

|                                  |             |                          |
|----------------------------------|-------------|--------------------------|
| Income as stated above .....     | \$23,173 90 |                          |
| Expenditure:                     |             |                          |
| Salaries of teachers.....        | \$6,292 00  |                          |
| Salaries of other laborers ..... | 1,500 00    |                          |
| Fuel bills .....                 | 1,750 00    |                          |
| Table expenses.....              | 9,500 00    |                          |
| Repairs and incidentals.....     | 1,000 00    |                          |
| Light .....                      | 150 00      |                          |
| Carpeting .....                  | 500 00      |                          |
| Insurance .....                  | 150 00      |                          |
|                                  |             | <u>20,842 00</u>         |
| Amount gained .....              |             | <u><u>\$2,331 90</u></u> |

20. *Price of Tuition.*

The price of board and tuition in English branches, Latin and Greek, was \$210; for board, tuition, extra studies (including painting, music, and modern languages), lights and washing, \$320, for the school year of forty weeks, payable half-yearly in advance.

21. *Close of Report.*

We cannot close our report without alluding to the great loss the Institution has sustained, within a year past, in the decease, on the 3d of June last, of Miss Marietta Ingham, one of the honored

founders of the school; and of Col. Phineas Staunton, our highly valued Vice-Chancellor, who died at Quito, S. A., September 5, 1867, while prosecuting an expedition in behalf of science, and of the art he loved so well and honored so truly, and with a view of gathering specimens and studies for the cabinets and studios of the University.

The foregoing report is submitted by vote of sub-council, at a meeting held on the sixth day of January, 1868.

SAMUEL D. BURCHARD, *Chancellor.*

WM. L. PARSONS, *Asst. Secretary.*

## XV. ST. STEPHEN'S COLLEGE, ANNANDALE, DUTCHESS COUNTY.

*To the Regents of the University of the State of New York :*

The trustees of St. Stephen's College, Annandale, Dutchess county, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year ending July 11, 1867, being the day of the annual commencement, containing a true and just statement of facts, showing the progress and condition of said college during and at the close of said year in respect to the several subject matters following, viz:

### 1. *Number and Description of Professorships.*

The professorships have been defined by the Trustees only as they have been filled by the appointment of professors.

### 2. *Trustees, Faculty and other College officers.*

#### TRUSTEES.

Rt. Rev. Horatio Potter, D. D., LL.D., D. C. L. Oxon., *Visitor ex-officio.*

Hon. John V. L. Pruyn, LL.D., President of the Board.

Rev. John McVickar, D. D., *ex-officio.*

James F. Depeyster, Esq., *ex-officio.*

Rev. Samuel Buel, D. D.

Rev. John Ireland Tucker, D. D.

Mrs. Margaret J. Bard.

John Bard, Esq.,

John L. Aspinwall, Esq., Treasurer.

Henry W. Sargent, Esq.

William A. Davies, Esq.

Thomas W. Ogden, Esq.

Rev. John Cotton Smith, D. D.

Cyrus Curtiss, Esq.

John W. Mitchell, Esq.

Thomas H. Newbold, Esq.

Rt. Rev. Arthur Cleveland Coxe, D. D.

Rev. Robert B. Fairbairn, D.D., *ex-officio*, Secretary.

Stephen P. Nash, Esq., *ex-officio*.

Rev. William F. Morgan, D. D.

Joseph Harrod, Esq.

John Campbell, Esq.

Rev. A. N. Littlejohn, D. D.

#### FACULTY.

The Rev. Robert B. Fairbairn, D. D., Warden and Professor of Moral Philosophy.

The Rev. George B. Hopson, M. A., Professor of the Latin Language.

The Rev. Andrew Oliver, M. A., Professor of the Greek and Hebrew Languages.

The Rev. Charles T. Olmsted, B. A., Professor of Mathematics and Natural Philosophy.

—— —, Professor of Logic and Metaphysics.

Arthur C. Kimber, B. A., Tutor and Librarian.

The other persons employed about the institution are a janitor, matron and five servants.

### 3. *Number of Students.*

The whole number of undergraduates during the year was forty-three.

### 4. *College Terms.*

There are three terms: the first beginning October 1, the second January 1, and the third about April 1. During the year there are thirteen weeks of vacation.

### 5. *Academic Degrees.*

At the commencement, the degree of A. B. was conferred on six students, who had completed the course of study adopted by this college. No other degrees were conferred.

### 6. *Course of Study.*

#### FRESHMAN CLASS.

Christmas Term.—Virgil's Georgics; Xenophon's Anabasis; Greek Testament, St. Matthew; Loomis' Algebra.

Easter Term.—Cicero de Senectute; Xenophon's Memorabilia; Greek Testament, St. Matthew; Loomis' Algebra.

Trinity Term.—Livy, Book XXI; Homer's Iliad; Greek Testament, St. Luke; Loomis' Geometry.

Throughout the year there are exercises in writing Latin and

Greek, with Arnold's Latin and Greek Prose Compositions; recitations in Liddell's History of Rome; and Reading, Declamation and Composition.

#### SOPHOMORE CLASS.

Christmas Term.—Horace's Odes; Homer's Iliad; Greek Testament, St. Luke; Loomis' Geometry.

Easter Term.—Horace's Satires and Epistles; Herodotus; Greek Testament, Acts; Trigonometry, Mensuration and Navigation.

Trinity Term.—Tacitus' Germania and Agricola; Thucydides; Greek Testament, Acts; Spherical Trigonometry, and Analytical Geometry.

Through the whole year there were exercises in translating into Latin and Greek; English Composition, Reading and Declamation; Smith's History of Greece.

#### JUNIOR CLASS.

Christmas Term.—Juvenal; Euripides' Alcestis; Greek Testament, Galatians and Ephesians; Natural Philosophy, Snell's Olmsted.

Easter Term.—Whately's Logic; Æschylus or Sophocles, Demosthenes; Greek Testament, First Corinthians; Natural Philosophy, finished.

Trinity Term.—Patristic Latin; Greek Testament, Roman; Loomis' Astronomy; Brocklesby's Meteorology; Whatly's Rhetoric.

Original Declamations, English Compositions, Reading, Taylor's Manual of History, and translations into Latin and Greek during the whole year.

#### JUNIOR CLASS.

Christmas Term.—Plato's Gorgias and Patristic Greek; Greek Testament, Hebrews; Cicero de Officiis; Kames' Elements of Criticism; English Literature.

Easter Term.—Septuagint and instruction in Hellenistic Greek; Bible Geography; Metaphysics; Chemistry, Geology and Physical Geography.

Trinity Term.—Hebrew; Butler's Analogy; Whewell's Ethics; Butler's Ethical Discourses; History of Ethical Philosophy.

Frequent exercises in reading, declamation, and English composition and recitations in history throughout the year.

This course of study has been pursued as follows:

The Freshman Class have read, in Greek, one book of the *Anabasis*, one book of the *Memorabilia*, and one book of the *Iliad*. In Latin, two of the *Georgics* of Virgil, *Cicero de Senectute*, and thirty-four chapters of the twenty-first book of Livy; each week they have furnished translations into Greek and into Latin; they have also read portions of Liddell's *History of Rome*; in Mathematics, they have read the whole of Loomis' *Treatise on Algebra*, and five books of *Plane Geometry*.

The Sophomore Class have read, in Greek, sixty-four sections of book VII of Herodotus, comprising the campaign of Thermopylæ, thirty-four sections of book II of Thucydides, containing the Funeral Oration of Pericles, and the account of the Plague of Athens; of the Greek Testament, they have read the Gospel of St. Luke and the Acts of the Apostles; they have had weekly exercises in writing Greek, and recitations in Greek History. In Latin, they have read the Odes of Horace, portions of the *Satires* and *Epistles*, and the *Ars Poetica*; they have made Prosody a careful and special study; they have also read the *Germania* and *Agricola* of Tacitus; furnished written translations into English and into Latin, and recited in Roman History. In Mathematics, they have read *Solid Geometry*, *Plane* and *Spherical Trigonometry*, *Surveying* and *Navigation*, and co-ordinate Geometry.

The Junior Class have read, in Greek, the *Alcestes* of Euripides, and the *Antigone* of Sophocles; in Greek Testament, the *Epistles* to the Galatians and Ephesians, *First Corinthians*, and *Romans*; they have recited in Greek History, and have had exercises once a week in translating into Greek. In Latin, they have read ten *Satires* of Juvenal, and one of Cicero's *Tusculan Disputations*; they have each week furnished written translations into Latin and into English; have read the whole of Snell's *Olmsted's Natural Philosophy*, Brocklesby's *Meteorology*, and Loomis' *Astronomy*, and have also studied Whately's *Logic*, and *Rhetoric*.

The Senior Class have read, in Greek, Plato's *Krito*, and part of the *Apology* of Socrates, ten chapters of the *Epistle* to the Hebrews, and the *Gospels* and *Acts*. In Latin, they have read *Cicero de Officiis*. In Hebrew, they have studied Tregelle's *Heads of Hebrew Grammar*, and translated two chapters of the book of *Genesis*. In Ethics, they have read Whewell's *Elements of Morality*, and Butler's *Ethical Discourses*. In Metaphysics, they have read Reid's *Essay's on the Intellectual Powers*; they have read also But-



ler's Analogy, Kames' Elements of Criticism, and Reid's Lectures on English Literature ; they have read also a treatise on Chemistry. The recitations of the Junior class have frequently been conducted in writing ; they have been required to write an analysis of the lesson, or answers to questions furnished them after coming into the recitation room ; lectures have been delivered in connection with the above subjects, which were included in the examination ; the class were also required to furnish essays on subjects connected with their studies ; they also recited in Biblical Geography and in History.

### 7. *Exercises.*

The students, on Saturday morning, during thirty-four weeks of the academic year, receive instruction in Reading, Declamation, and English Composition. The members of the Junior and Senior classes write their own Declamations.

### 8. *Examinations.*

Public examinations have been held at the end of each term. Many of these examinations are conducted by means of written questions. Only those whose marks are above 75 on the scale of 100, are regarded as having sustained them.

### 9. *Mode of Instruction.*

Instruction is given by means of daily recitations from text-books, and by familiar lectures by the Professor in the class room—

### 10. *Discipline.*

The discipline is administered by the Warden, assisted by the Professors, and is intended to be mild and parental. Prizes are awarded at the Commencement, for excellence in the different departments.

### 11. *Gratuitous Aid.*

There are no charges made in this College for tuition or room-rent. Each student pays \$212.50, which is the cost of board, washing, fuel and lights.

### 12. *Statutes and By-Laws.*

The Trustees have adopted no statutes or by-laws, but have left to the Faculty of the College the enforcement of such rules of discipline as they deem proper.

13. *Description and value of College Buildings, &c.*

|   |          |
|---|----------|
| Twenty acres of land valued at .....        | \$10,000 |
| College Chapel and furniture .....          | 34,000   |
| School House .....                          | 5,000    |
| Janitor's House .....                       | 1,000    |
| College Building (south wing), .....        | 16,000   |
| Furniture in College Building .....         | 4,000    |
| Volumes in Library, 1,500 .....             | 2,500    |
| Apparatus .....                             | 300      |
|   | <hr/>    |
|   | \$72,800 |
|   | <hr/>    |
| Ludlow and Willink Hall, now erecting ..... | \$40,000 |
|   | <hr/>    |

14. *Revenue.*

This Institution has no endowment, but relies at present for support on annual contributions.

|  |         |
|--|---------|
| From two Trustees .....                                    | \$1,500 |
| From Society for promotion of Religion and Learning, ..... | 3,500   |
|  | <hr/>   |
|  | \$5,000 |
|  | <hr/>   |

15. *Debts.*

The only debt of the College is a mortgage on the estate, of \$1,000.

16. *Income and Expenditures.*

|                                     |          |
|-------------------------------------|----------|
| From contributions .....            | \$5,000  |
| From students, annual payment ..... | 8,000    |
|                                     | <hr/>    |
|                                     | \$13,000 |
|                                     | <hr/>    |
| Expenditures :                      |          |
| Salaries of Professors .....        | \$5,500  |
| Maintenance of College about .....  | 7,500    |
|                                     | <hr/>    |
|                                     | \$13,000 |
|                                     | <hr/>    |

17. *Close of Report.*

This report is made by the Executive Committee, to whom the management of the Institution is committed, subject to the approval of the Board of Trustees.

R. B. FAIRBAIRN, *Secretary.*

ANNANDALE, Jan. 2, 1868.

## XVI. COLLEGE OF ST. FRANCIS XAVIER, N. Y. CITY.

*To the Regents of the University of the State of New York:*

The Trustees of the College of St. Francis Xavier, New York city, N. Y., in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the first day of July, 1867, being the day of the annual commencement, showing the progress and condition of said college, during and at the close of said year, in respect to the several subject matters following, viz :

*1. Number and Description of Professorships.*

1. Ethics, Physics and Chemistry applied to the Arts and Sciences.
2. Logic, Metaphysics, Psychology and Natural Theology.
3. Physics and Mathematics.
4. Chemistry and Natural History.
5. Rhetoric and General Literature.
6. Belles-Lettres.
7. Classics.
8. English Literature and Commerce.
9. History.
10. Geometry and Algebra.

*2. Trustees, Faculty and other College Officers.*

TRUSTEES.

Very Rev. James Perron, S. J., President of the Board.

Rev. Michael Driscoll, S. J.

Rev. Charles H. De Luynes, S. J.

Rev. Henry Du Ranquet, S. J., Secretary.

Rev. Joseph Loyzance, S. J., Treasurer of the Board and President of the College.

Rev. William Moylan, S. J.

Rev. Maurice Ronayne, S. J.

Rev. Henry Hudon, S. J.

Rev. Louis Jouin. S. J.

**Rev. Isidore Daubresse, S. J.**

**Rev. Paul Mignard, S. J.**

**Rev. Francis Monroe, S. J.**

**Rev. Patrick Dealy, S. J.**

**FACULTY.**

**Rev. Joseph Loyzance, President.**

**Rev. Henry Hudon Vice-President, Prefect of Studies, and Chief Disciplinarian.**

**Rev. Louis Carez, Treasurer.**

**Rev. Theodore Thiry, Chaplain.**

**Rev. Simon Fouché, Librarian.**

**Rev. Seraphim Schemmel, Professor of Ethics, Logic and Metaphysics.**

**Rev. John Aubier, Professor of Physics and Mathematics.**

**Francis E. Engelhardt, Ph. D., Professor of Chemistry and Natural History.**

**Charles G. Herbermann, Ph. D., Professor of Logic and Metaphysics, and of the First Commercial Class.**

**Cleophas Desjardins, Assistant Professor of Mathematics.**

**Rev. Patrick F. Dealy, Professor of Rhetoric, Moderator of the Alumni Association, President of the Debating Society.**

**John McAuley, Professor of Belles-Lettres and Geometry.**

**Rev. Augustus M. Langcake, Professor of Classics and Algebra.**

**Rev. Ignatius Renaud, Professor of the First Grammar Class.**

**Rev. Peter Hamel, Professor of the Second Grammar Class.**

**Paul V. Flynn, Professor of the Third Grammar Class (first year).**

**John A. O'Brien, Professor of the Third Grammar Class (second year).**

**Charles R. Corley, Professor of the Third Grammar Class (third year).**

**Thomas F. H. Delaney, Professor of Rudiments.**

**Thomas T. Westerman, Professor of the Second Commercial Class.**

**John Cremin, Professor of the Third Commercial Class.**

**John C. McLeod, Tutor of the First Preparatory Class.**

**John McElhinney, Tutor of the Second Preparatory Class.**

**John Logan, Tutor of the Third Preparatory Class.**

**John M. McKenna, Tutor of the Fourth Preparatory Class.**

**John Joseph E. Frobisher, Special Instructor of Elocution.**

**John Lucien Colliere, Special Professor of Drawing.**

Emile Risler, Professor of Drawing and Penmanship.

Joseph Hetzel, Professor of German.

Antoine Dessane, Professor of Vocal Music.

Joseph Hébert, Disciplinarian.

Patrick Gleason, Assistant Professor and Disciplinarian.

Theodore French, Assistant Disciplinarian.

Sixteen of these gentlemen deem it to be their calling to devote themselves to the education of youth, without any further requital for their services than the defraying of necessary expenses. These are estimated by the Treasurer at \$12,000.

### 3. *Number of Students.*

|   |     |
|---|-----|
| The whole number of students, undergraduates and others, during the year, was ..... | 568 |
| Undergraduates .....  | 85  |
| Graduates with the degree A. M. ....  | 6   |
| Graduates with the degree A. B. ....  | 11  |

### 4. *Classification of Students.*

|                           |     |
|---------------------------|-----|
| Post Graduate Class ..... | 6   |
| Philosophy .....          | 13  |
| Rhetoric .....            | 19  |
| Belles-Lettres ...        | 22  |
| Classics .....            | 25  |
| Grammar Course .....      | 254 |
| Commercial Course .....   | 65  |
| Preparatory Course .....  | 164 |

### 5. *College Terms.*

There were two terms. The first commenced on the first Monday in September, and the second in the first week in February.

### 6. *Course of Study.*

The course of study is divided into five distinct departments: the Post Graduate, Undergraduate, Grammar, Commercial and Preparatory.

#### POST GRADUATE COURSE.

The Post Graduate Course, which leads to the degree of Master of Arts, occupies one year. It comprises the study of Ethics, Natural Law, and the Law of Nations, Physics, and Chemistry applied to arts and sciences. The mode of instruction is by lectures, once a day for one hour. The students write Philosophical essays on the

questions expounded, and the most successful competitor receives a gold medal at the annual commencement.

#### UNDERGRADUATE COURSE.

This course comprises four classes: Philosophy, Rhetoric, Belles-Lettres, and Classics. They are the Senior, Junior, Sophomore, and Freshman Classes of other colleges.

#### PHILOSOPHY.

1. A full course of Mental Philosophy.—Logic, General Metaphysics, Cosmology, Psychology, and Natural Theology. Text-Book, Salvatoris Tongiorgi Institutiones. The mode of instruction is by lectures in Latin, given by the Professor five times a week, of an hour and a half in the forenoon, and one hour in the afternoon. The students are required to prove and defend every expounded thesis, against the Professor and others appointed to propose the weightiest objections.

2. Physics.—Lectures by the Professor five times a week, of one hour each. Text-book, Loomis.

3. Mathematics.—Calculus, Differential and Integral. Text-book, Davies.

4. Astronomy.—Lectures by the Professor.

5. Chemistry.—Twice every week. Lectures, illustrated by experiments. Diagrams, to explain the technical branches, are in readiness.

6. Mineralogy, Geology, and Botany.—Text-books, Dana, Tenney, and Gray.

7. Elocution.—Once every week, all the undergraduates assemble in the College Hall, and have for an hour Declamation, criticised by the Professor, who, in his remarks, explains the leading principles of elocution.

8. Evidences of Religion.—Lectures thereon, once every week, by the Professor of Mental Philosophy.

#### RHETORIC.

1. English.—Lectures by the Professor five times a week. The principles of Rhetoric are explained from ancient and modern authors, and applied in original compositions. The students commit to memory oratorical extracts from Pope's Essay on Man.

2. Latin.—Literary study of Cicero's Orations, Pro Ligario, Pro Milone, Pro Lege Manilia, etc.; Satires of Horace, Persius, and Juvenal; Agricola and Germania of Tacitus.

3. Greek.—Demosthenes, De Corona and Philippics; Sophocles' Tragedies, Œdipus Coloneus, Œdipus Rex; Hecuba of Euripides.

4. French.—Reading and Literary Criticism of Cahours' *Chefs d'Œuvres d'Eloquence*. Extracts from the best French orators.

5. History.—Fredet's Modern History, from the crusades down to the present time, with all the necessary developments on the part of the Professor.

6. Mathematics.—Plane and Spherical Trigonometry, and Analytical Geometry. Text-book, Davies.

7. Chemistry.—Lectures by the Professor twice a week. Text-book, Wells.

8. Mineralogy, Geology, and Zoology, once a week.

9. Elocution, one hour weekly, with all the other undergraduates.

10. Evidences of Religion.—Abbé Gaume's Manual expounded.

#### BELLES-LETTRES.

1. English.—Lectures five times a week on the principles of Belles-Lettres, with explanatory remarks, and appropriate citations from ancient and modern authors. Pope's *Essay on Criticism*.

2. Latin.—Reading and literary study of Virgil's *Æneid*; Livy's Narrations; Cicero in *Verrem*, *De Signis*, *De Suppliciis*; Horace's *Select Odes* and *Poetical Art*.

3. Greek.—Plutarch's *Lives*, Demosthenes' *Olynthiacs*, Homer's *Iliad* and Plato's *Phædo*.

4. French.—*Telemachus*, *Select Extracts*, *Art Poétique* de Boileau.

5. History.—Fredet's Modern History, from the reign of Augustus to the Crusades.

6. Mathematics.—Davies' *Geometry*.

7. Mineralogy.—Once or twice a week; Text-book, Dana.

8. Elocution.—Once every week for an hour with the student of Philosophy and Rhetoric.

9. Christian Doctrine.—Abbé Gaume's Manual expounded.

#### CLASSICS.

1. English.—Grammar reviewed; Idioms; Versification; Lessons in Composition; Goldsmith's *Traveler* and *Deserted Village* committed to memory.

2. Latin.—Grammar reviewed; Idioms; Prosody; Reading of Cicero's Orations against Catiline and Pro Archia; Virgil's

Eclogues; Selections from the Georgics, and First Book of the Æneid; Sallust's Catiline.

3. Greek.—Syntax and Dialects; Written and Oral Exercises; Xenophon's Cyropædia; First Book of Homer's Iliad.

4. French.—Telemachus; Select Extracts; Exercises and Translations.

5. History.—Fredot's Ancient History reviewed.

6. Mathematics.—Davies' University Algebra.

7. Elocution.—The students of this class attend the weekly course of the under-graduates.

8. Christian Doctrine.—Abbé Gaume's Manual expounded.

### 7. Exercises.

A daily exercise in Latin, Greek, French, Mathematics, according to the degree of the class, and the branches taught therein, is required of each student. A weekly exercise in English Composition is given in all the classes above the preparatory course, the subject matter being marked out by the professor.

Every second week a composition on the subject matter of the class is given throughout all the classes. The results of these compositions determines the progress of the student, and decides the annual prize of proficiency.

There were four literary societies during the past collegiate year:

1. The Xavier Alumni Association.—The Xavier Alumni Association is composed of graduates of St. Francis Xavier's College and of other institutions. The meetings are held in one of the college halls, and are under the direction of one of the professors. At each meeting papers on literary or scientific subjects are read by members of the association. The director is appointed by the college faculty.

2. The Debating Society.—The St. Francis Xavier's Debating Society was established on December 8th, 1855, under the name of the "Xavier Catholic Academy." In 1860 the name was changed, and was called "The St. Francis Xavier's Debating Society." Its object is to cultivate among the students of the college a love for literature; to give them greater facility in writing and fluency in speaking. From its very beginning the society has been an honor to the college, and to be enrolled among its members is the goal of youthful ambition. Its meetings take place every fortnight. The exercises consist in the reading of original essays and debates on subjects selected by the



president. Membership is confined to the Senior students of the University course. The president is appointed by the college faculty; the other officers are elected semi-annually by the members.

3. The Junior Academy.—The Junior Academy was organized in September, 1857. It is composed of students chosen from the Grammar classes. The exercises consist in the discussion of some of the more intricate rules of Grammar, in the declamation of select pieces, and in the writing of elementary compositions in the English language. The Moderator is appointed by the College Faculty; the other officers are elected by the members.

4. The Students' Library Association.—To promote the diffusion of knowledge among the students and Alumni of St. Francis Xavier's College, to put within their reach whatever is good in science, to bring them in contact with the experience of ages, by placing before them a collection of varied and useful reading books, based on sound principles of morality, as far as a careful selection of the literature of the present day will permit, has been the object aimed at in establishing the Students' Circulating Library. Commenced in October, 1863, with a collection of over two thousand volumes, partly derived from the several societies of the College, and partly from friends of the Institution, it has since increased to about four thousand volumes. Some twelve or fifteen thousand volumes have circulated every year among the members of the Association. The Library is open to the students every day throughout the academic year, from 8½ to 9 A. M., and from 2½ to 3 P. M.

#### 8. *Examinations.*

The examinations take place at the close of each term, and continue for about a week. The promotion to a higher class depends on the result, and may be had at the semi-annual or final examination.

#### 9. *Mode of Instruction.*

The mode of instruction was by lectures in the higher, and by recitations and analysis in the lower classes.

The Latin and Greek authors are translated and analysed fully by the students, and the Professor then adds whatever he conceives necessary for a thorough knowledge.

The philosophers have to defend the different theses against the Professors, and once every week some are appointed to propose objections, which the others have to answer.

10. *Discipline.*

The mild and salutary influence of religion, with timely and paternal advice, when needed, were the means employed for obtaining, on the part of the students, strict propriety of conduct as far as regards morality and gentlemanly behavior. Deficiencies in literary exercises were compensated for by additional studies after class hours.

Once every month an account was given before the Faculty and all the students, of each pupil's behavior and application, and a report thereof was sent to the parents and guardians.

11. *Gratuitous Aid.*

Education, free of charge, was given, during the past year, to forty students ; the foundation of nine scholarships afforded free education to as many students, while the expenses of others were diminished by lessening the price of tuition.

12. *Statutes and By-Laws.*

The Board of Trustees deemed it advisable to limit in no respect the power of the President and Vice-President, and left entirely to their discretion the means they might judge proper for the advancement of studies, and the maintenance of discipline.

13. *Description and Value of College Buildings.*

|  |              |
|--|--------------|
| The College buildings and grounds appurtenant thereto .....  | \$130,000 00 |
| The College and Students' Libraries, estimated to be of the value of.....                          | 15,000 00    |
| The chemical and philosophical apparatus and cabinet, inclusive of the Herbarium and collections.. | 19,000 00    |
| Furniture and fixtures.....  | 16,000 00    |

14. *Description and Value of other College property.*

|   |                     |
|---|---------------------|
| 1. Parochial Church and School .....              | \$80,000 00         |
| 2. Two houses and lots on West 16th street.. .... | 50,000 00           |
| 3. One double house and two lots on West 15th st. | 40,000 00           |
| Total amount of College property.....             | <u>\$350,000 00</u> |

15. *Revenue, Income and Expenditure.*

The income of the college covers its expenditures, and leaves an excess of four or five thousand dollars, which goes to diminish the debt.

## 16. *Debts.*

**The debt of the college amounts to..... \$150,000 00**

### 17. *Close of the Report.*

The report here given was laid before the Board of Trustees at a meeting held on the 14th day of November, in the year of our Lord 1867, approved by them, and ordered that the seal of the college be affixed to the same, and that it be signed by the President and Secretary of the Board and transmitted to the Regents of the University.

[L. S.]

**JAMES PERRON, S. J., *President.***

H. DURANQUET, S. J., *Secretary.*

## XVII. VASSAR COLLEGE, POUGHKEEPSIE, DUTCHESS COUNTY.

*To the Regents of the University of the State of New York:*

The Trustees of Vassar College, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the nineteenth day of June, and and for the last financial year, ending on the thirty-first day of August, 1867, containing a just and true statement of facts, showing the progress and condition of said College, during and at the close of said year, in respect to the several subject matters following, viz.:

### 1. *Number and Description of Professorships.*

1. Mental and Moral Philosophy.
2. Ancient and Modern Languages.
3. Mathematics, Natural Philosophy and Chemistry.
4. Natural History, including Geology and Mineralogy, Botany, Zoology and Physical Geography.
5. Astronomy.
6. Physiology and Hygiene.
7. Rhetoric, and the English Language and Literature.
8. Vocal and Instrumental Music.
9. Painting and Drawing.

### 2. *Trustees, Faculty, and other College Officers.*

#### TRUSTEES.

Matthew Vassar, Esq., Poughkeepsie.  
 Hon. Ira Harris, Albany.  
 Hon. William Kelly, Rhinebeck.  
 Hon. James Harper, New York.  
 Martin B. Anderson, LL. D., Rochester.  
 Hon. John Thompson, Poughkeepsie.  
 Rev. Edward Lathrop, D. D., Stamford, Ct.  
 Hon. Charles W. Swift, Poughkeepsie.  
 Rev. Elias L. Magoon, D. D., Albany.  
 Stephen M. Buckingham, Esq., Poughkeepsie.

Nathan Bishop, LL. D., New York.  
 Matthew Vassar, Jr., Esq., Poughkeepsie.  
 Benson J. Lossing, Esq., Poughkeepsie.  
 Rev. Ezekiel G. Robinson, D. D., Rochester.  
 Samuel F. B. Morse, LL. D., Poughkeepsie.  
 Samuel S. Constant, Esq., New York.  
 John Guy Vassar, Esq., Poughkeepsie.  
 Rev. William Hague, D. D., Boston, Mass.  
 Rev. Rufus Babcock, D. D., Poughkeepsie.  
 Cornelius Dubois, Esq., Poughkeepsie.  
 John H. Raymond, LL. D., Poughkeepsie.  
 Morgan L. Smith, Esq., Newark, N. J.  
 Cyrus Swan, Esq., Poughkeepsie.  
 Hon. George W. Sterling, Poughkeepsie.  
 Hon. George T. Pierce, Ulster County.  
 Smith Sheldon, Esq., New York.  
 Joseph C. Doughty, Esq., Poughkeepsie.  
 Augustus L. Allen, Esq., Poughkeepsie.  
 Rev. Henry Ward Beecher, Brooklyn.

## FACULTY.

John H. Raymond, LL. D., President, and Professor of Mental and Moral Philosophy.  
 Hannah W. Lyman, Lady Principal.  
 William I. Knapp, Professor of Ancient and Modern Languages.  
 Charles S. Farrar, Professor of Mathematics, Natural Philosophy and Chemistry.  
 Sanborn Tenney, Professor of Natural History.  
 Maria Mitchell, Professor of Astronomy, and Director of Observatory.  
 Alida C. Avery, Professor of Physiology, and Hygiene, and Resident Physician.  
 Truman J. Backus,\* Professor of Rhetoric, English Language and Literature.  
 Edward Wiebe, Professor of Vocal and Instrumental Music.  
 Henry Van Ingen, Professor of Painting and Drawing.

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\* The chair of Rhetoric was vacated by the resignation of the previous incumbent in June, 1866, and filled by the appointment of his successor in June, 1867. The duties of the Professorship were meanwhile performed by the President, with the assistance of five lady teachers.

Besides these, thirty-five different Instructors and Assistant teachers were employed during the year; of these, the average number employed at any one time was twenty-seven.

The other College officers were Treasurer, Secretary, Superintendent, Registrar, Steward, Matron, Janitor, Engineer, Farmer and Gardener, who were assisted in their various departments by twenty-five men servants and sixty women servants.

### 3. *Number of Students.*

The whole number of under-graduates in Vassar College, during said year, was one hundred and ninety-seven; nine left the College before the close of the session. Four were graduated at the commencement in June. Besides the students above mentioned, who were pursuing the regular under-graduate course, there were one hundred and eighty-nine pursuing collegiate studies in special courses, under the direction of the President, making a total of three hundred and eighty-six students in the College.

The average age of the graduates was twenty-two; that of the whole College, about nineteen. None are received under fifteen.

### 4. *Classification of Students.*

Of students pursuing collegiate studies (embracing all in the College) there were—

|  |     |
|--|-----|
| Seniors .....                                    | 4   |
| Juniors, unconditioned ...                       | 18  |
| Juniors, conditioned .....                       | 9   |
| Sophomores, unconditioned .....                  | 29  |
| Sophomores, conditioned ..                       | 13  |
| Freshmen .....                                   | 46  |
| Unclassified and preparatory .....               | 78  |
| <hr/>  |     |
| 1. Whole number of regular course students ..... | 197 |
| 2. Pursuing special courses .....                | 189 |
| <hr/>  |     |
| Total .....                                      | 386 |
| <hr/>  |     |

Of the above, there were at the same time pursuing extra collegiate branches as follows :

|   |       |              |     |
|---|-------|--------------|-----|
| 1. Pupils in music:                     |       |              |     |
| Piano                                   | ..... |              | 155 |
| Organ                                   | ..... |              | 7   |
| Singing                                 | ..... |              | 67  |
| Total                                   |       |              | 229 |
| 2. Pupils in painting and drawing, oils |       |              | 13  |
| do                                      | do    | water colors | 1   |
| do                                      | do    | drawing      | 28  |
| Total                                   |       |              | 42  |
| 3. Pupils in riding                     |       |              | 42  |

5. *Academic Degrees.*

The only degrees conferred was the first, or Baccalaureate, on the four members of the graduating class.

6. *College Session.*

The collegiate year was one continuous session, of forty weeks. It began September 20, 1866, and ended June 19, 1867. A recess of a fortnight was had at the Christmas holidays, and one of a week in March. In some of the departments of instruction, a change of studies was made at the middle of the collegiate year February 15.

7. *Course of Study.*

The course of study actually pursued in the college hitherto has necessarily been in some measure tentative and preparatory. The large number of students drawn together at its opening, from all parts of the country, were found to have been previously educated in such diverse ways as to preclude the possibility of at once classifying them in exact accordance with any regular and uniform scheme of studies. The two years that have elapsed have not sufficed entirely to overcome the irregularities. The course *actually pursued* by the regular classes during the last collegiate year was as follows:

FIRST YEAR (FRESHMAN) CLASS.

Regular studies of this class were Latin, French, Mathematics, and Elementary Rhetoric.

In Latin, they read two books of Virgil's *Æneid* and two *Orations* of Cicero. They carefully studied and applied the rules of

**Prosody**, and gave constant attention, of course, to **Accidence** and **Syntax**.

In French, they studied the *Grammaire Poitevin*, with exercises, corrected and translated to page 53; *Knapp's French Reading Book* to page 259; and *Williams' English into French* to the 50th lesson.

In Mathematics, beginning with Quadratics, they completed and reviewed *Robinson's University Algebra*, and read the first four books of *Loomis' Geometry*.

In Rhetoric, they studied all the important parts of *Quackenbos' Advanced Course*, writing the exercises and also original compositions.

#### SECOND YEAR (SOPHOMORE) CLASS.

This class pursued the same lines of study as the above, together with Botany and Zoology in the half-year.

In Latin, this class read carefully and thoroughly, reviewed and re-reviewed, the 3d, 4th, 5th and 6th books of the *Æneid*, with **Syntax** and **Prosody**.

In French, they completed *Noel and Chapsal's Grammar* and 112 pages of *Howard's French Prose Composition*. Also, finished *Williams' Dialogues*, and two comedies out of *Bocher's French Plays*.

In Mathematics, they completed *Loomis' Geometry* and *Trigonometry*. More than half of them took *Conic Sections* as a voluntary addition to the required course.

*Cleveland's Compendium of English Literature* was studied, and original compositions written at least once in three weeks; a part of the time, once a fortnight.

Botany and Zoology were taught during the second semester by daily lectures, illustrated by diagrams and specimens, by field exercises, and by text-books. *Tenney's Zoology* and *Gray's Botany* were principally employed. In Botany, in addition to this instruction, the class were taught, in small sections, under the eye of a competent assistant, how to analyze, classify and preserve plants. Each student made for herself a Herbarium of about 150 wild plants, all collected in the vicinity.

#### JUNIOR CLASS.

The regular studies were Latin, French, and Natural History, continued, and Physics.



In Latin, the class read the first book of Livy entire, and the Odes and Epodes of Horace; completed the first 30 exercises in Arnold's Latin Prose Composition.

In French, they took up Demogeot's *Histoire de la Litterature Francaise*, commencing with the Renaissance in the 16th century, and going through to the "Restauration;" Germany and England in the middle of the 19th century; studied and committed a part of the "Art Poetique," of Boileau, and used the first part of the *Histoire de la Litterature* for reference. Lectures were written in French, by the members of the class, on prominent characters and epochs.

Daily lectures by the professor during the first semester, with ample illustrations and frequent reviews and class examinations, completed a course in Geology, Mineralogy and Physical Geography. The text-books of Dana, Tenney, and Guyot were employed as collateral aids.

During the second semester, Natural Philosophy was studied. Silliman's *Physics* was the text-book made use of. The attempt was made to give the studies the character it holds in the higher institutions of learning, and with more than the expected success. Of the class, as a whole, it may be said with truth that they showed an interest proportioned to the severity and thoroughness of the method pursued and a full average ability to endure the test it imposed.

Physiology was carefully studied by this class, with John C. Draper's work for a text book, and ample illustrations from the manikin and other preparations.

Original compositions once in two or three weeks.

#### SENIOR CLASS.

The regular Senior studies were Mental and Moral Philosophy, Evidences of Christianity, Criticism, Chemistry and Latin. No one of the class, however, pursued all these studies; for each a programme was arranged, adapted to her particular status, while the classes in these branches were largely composed of the most advanced "special course" students. None were allowed to take them up without the requisite maturity and preparation.

In Latin, they read the Satires, Epistles, and *Ars Poetica* of Horace, three books of Tacitus, and the first two books of Cicero's *Tusculan Questions*.

The first half-year was occupied in a systematic course of Chemistry. Stockhardt was used for the principles of the science, and

Wells, for the useful applications. The experiments were repeated and varied by the class under the direction of assistants, small groups using the Laboratory successively for the purpose.

A special voluntary class continued the study in bi-weekly exercises to the end of the year.

Haven's Mental Philosophy, Wayland's Moral Science, Alexander's Evidences of Christianity, and Kames' Elements of Criticism, were all carefully read and reviewed by intelligent classes of this grade; Haven and Kames' in the first, and Wayland and Alexander in the second half of the year.

#### SPECIAL STUDENTS.

Besides the regular members of the classes, and in connection with them, very many of the studies above named are pursued by "special course" students, among whom were found many of our oldest and most earnest scholars, and some of the most successful.

The most important branches not included in the "Regular Course," but taught in the college, were German, Greek and Astronomy.

German was taught to forty-nine students, in three classes: Class A completed Ahn's Grammar and Exercises and Rolker's Reader; Class B studied Otto's Grammar, Schiller's Yungfrau von Orleans, and Goethe's Iphigenia auf Tauris; and Class C read Lessing's *Mirrha v. Barnhelm* (in double translations), memorised several select German pieces, wrote original compositions in German, and went through the chief parts of Heyse's *Deutsche Grammatik*.

The most advanced Greek class reviewed Hadley's Greek Grammar and read seventy pages of Herodotus (Felton's ed.), and one hundred and thirty-one sections of Thucydides (Napier's ed.).

Two classes (of eleven and five students respectively), pursued the study of Astronomy in daily recitations through the year. None were admitted to either who had not successfully completed the regular course in Mathematics. The lower class used Robinson's *University Astronomy* as a text-book. The higher, having completed that author the preceding year, after a preparatory course in Analytical Geometry and the Calculus, took up and read Pierce's *Spherical Astronomy*. In addition to their recitations, the young ladies in these classes made observations with the meridian instrument for time, observed the occultations of stars by the moon, the eclipses of the sun and moon, and those of Jupiter's satellites, and made daily drawings of solar spots.

## ART STUDIES.

The popular zeal for the (so called) "ornamental" branches it has been attempted to restrain and direct into the channels of a true culture. More regard has been had to the quality than the quantity of instruction given. Pains have been taken to secure the best methods and competent instructors.

The regular provision for each student in any single branch of Music was two lessons a week and one daily practice-hour. Extra practice has been allowed in special cases.

In Painting or Drawing, the lessons have been three a week, with opportunity for additional practice, measured by the demands of her collegiate studies on each pupil.

8. *Exercises.*

Daily drill of English was had of all the members of college, consisting of such exercises as would best foster improvement in composition, reading and critical knowledge of the language, as well as in accuracy of pronunciation and orthography. During the first half year, an essay was required from each student every second week, and during the second half year every third week, subject to the criticisms of the Professor or an Instructor in the Department of Rhetoric.

Gymnastic training after Dr. Dio Lewis' system, was given to all, in regularly organized classes, four times each week, by the lady in charge of that department of physical culture.

9. *Exhibitions and Prize Contests.*

Two public meetings of the Philalethean Society were held on December 3d and June 18th, respectively. The exercises of these meetings consisted of vocal and instrumental music, essays, poems and recitations.

On June 17th, a soiree was given by the Music Department.

On April 29th occurred the annual college festival, named for him it honors "Founders' Day." The literary entertainment comprised a salutatory address, essays, a poem and a colloquy.

No prize exhibitions were had.

10. *Examinations.*

Examinations for entrance were made the day previous to the formal opening of the college, and during the remainder of that week; also, whenever a student presented herself as candidate for

admission. No *public* class examinations were held. The head of each department conducted his examinations at stated intervals through the entire year, and the students' class-standing rested upon the proficiency these disclosed.

### 11. *Mode of Instruction.*

Recitations from text-books and lectures were variously combined in the several departments of instruction. In connection with the study of the Latin authors mentioned in section 7, the Professor of Languages lectured upon the Life and Times of Tacitus, with special reference to the influence of Christianity on Paganism in the Apostolic age; upon the history of Grecian Philosophy, from Thales down to the dispersion of the Schools, a few years prior to the Christian epoch; upon the leading tenets of the Socratic, Platonic and Aristotelian Schools; also upon No-Platonism and Gnosticism. He pursued a similar course with the advanced students in French History and Literature.

A full course of lectures was had on English Literature.

The Professor of Physiology and Hygiene gave frequent lectures before the entire College upon practical topics embraced in those sciences.

In Natural History, instruction was given by means of Lectures illustrated by diagrams and specimens, and by field exercises, as well as by the usual routine of the class-room and cabinets.

In Chemistry, tri-weekly lectures were given by the Professor, who made careful examination of the students upon the same in connection with the lessons of the text-books. With the assistant teachers, the students had a collateral course of Practical Chemistry in the Laboratory.

In Natural Philosophy, essentially the same method obtained, the students being practised to investigate with frequent use of the philosophical apparatus, for instance the determination of the velocity of falling bodies by Atwood's machine, as lately improved by Ritchie, Foucault's pendulum experiment, proving the rotation of the earth, and some of Tyndall's experiments on Heat.

Students were, as a general rule, occupied by recitations and lectures four periods (of forty-five minutes each), daily, five days in the week.

### 12. *Discipline.*

The freedom of the family, and the necessary regulated system of an educational institution have been so combined in the rules

and arrangements of the College that there was little pretext for any infringement of its laws. When such occurred of a serious nature, and, despite the admonitions of the proper authorities, was repeated, the parents of the derelict student were requested to remove her from the College.

13. *Gratuitous Aid.*

No general arrangements were matured by which students were received gratuitously.

14. *Statutes and By-Laws.*

Enclosed herewith is a copy of the "Laws and Regulations of Vassar College," being those in force during the year described.

15, 16. *Description and Value of College Property.*

The expense of the grounds, constructions and collections in the following exhibit, has been defrayed out of the original donation of Mr. Vassar (\$408,000), the earnings of the College during the two years since it opened, and the loans below reported. The only exceptions to this statement are in the two items of

- 1. The Art Gallery and Library, which were a separate gift by Mr. Vassar, at an actual cost of \$20,000; and
- 2. The Cabinet of Ornithology, presented to the College by J P. Gerard, Jr., Esq., of Poughkeepsie. This valuable collection of North American birds, one of the most complete in the country and estimated to be worth, in its present state, more than \$5,000 the generous donor has made provision for perfecting, by the addition of all specimens yet wanting to its completeness in the special department of Ornithology to which it is devoted.

COLLEGE BUILDINGS.

|   |              |
|---|--------------|
| Cost value of edifice, including building for gas and steam, water works, and ice house . . . . . | \$327,211 4  |
| Calistheneum, including gymnasium, music room, riding school, tenements, and stables . . . . .    | 46,098 7     |
| Grounds (200 acres) and farmhouse . . . . .   | 40,000 0     |
| Observatory . . . . .   | 6,040 8      |
| Gate Lodge . . . . .  | 6,684 0      |
| Real Estate . . . . .   | \$426,035 02 |

## OTHER COLLEGE PROPERTY.

|  |            |              |
|--|------------|--------------|
| College library .....                                  | \$4,189 67 |              |
| Art gallery, art library and artists' implements.....  | 26,359 09  |              |
| Furniture, fixtures and outfits .....                  | 63,277 49  |              |
| Musical instruments .....                              | 10,000 00  |              |
| Cabinets : Ornithology (estimate)...                   | 5,000 00   |              |
| Zoology .....  | 1,000 00   |              |
| Geology and Mineralogy .                               | 8,000 00   |              |
| Apparatus : Chemical.....                              | 756 00     |              |
| Philosophical.....                                     | 1,524 24   |              |
| Anatomical.....  | 767 35     |              |
| Mathematical .....                                     | 200 00     |              |
| Astronomical .....                                     | 8,108 44   |              |
| Stocks: 40 shares Com. Exchange Fire Insurance Co..... | 1,000 00   |              |
|  |            |              |
| Personal Property .....                                |            | 130,182 28   |
| Aggregate amount of property.....                      |            | \$556,217 30 |

17. *Debt.*

|  |             |             |
|--|-------------|-------------|
| A bond and mortgage (for construction account)...      | \$75,000 00 |             |
| Interest accrued to date.....                          | 1,312 50    |             |
|  |             | \$76,312 50 |
| Bills payable to bank (for construction account) ..... | \$15,000 00 |             |
| Interest accrued to date .....                         | 222 99      |             |
|  |             | 15,222 99   |
| Aggregate amount of debt .....                         |             | \$91,535 49 |

18. *Revenue.*

The following has been the income of the college during the said academic year :

|  |             |              |
|--|-------------|--------------|
| Amount charged for tuition, collected or collectable | \$55,500 75 |              |
| Amount charged for board, collected or collectable   | 104,654 86  |              |
|  |             | \$160,155 61 |
| Rents .....  | 1,385 00    |              |
|  |             | \$161,540 61 |
| Interest on permanent fund.....                      | 50 00       |              |

|  |          |
|--|----------|
| Stationery and text-books .....  | \$54     |
| Miscellaneous (damages collected, interest on bank deposits, boating, medical attendance, etc.) .... | 2,76     |
| <hr/>  |          |
| Aggregate amount of income .....   | \$164,90 |

19. *Expenditure.*

|   |             |
|---|-------------|
| Salaries for instruction .....                                      | \$33,379 42 |
| “ of officers and servants .....                                    | 15,784 22   |
| <hr/>   |             |
|   | \$49,163 64 |
| Table expenses .....  | 54,859 11   |
| Interest .....  | 6,180 65    |
| Repairs .....   | 3,440 07    |
| Fuel (for gas, steam, etc.) and all other incidental expenses ..... | 27,978 85   |
| <hr/>   |             |
| Aggregate amount of expenditure .....                               | 141,62      |
| <hr/>   |             |
| Excess of receipts over current expenses ....                       | \$23,28     |
| <hr/>   |             |

20. *Prices.*

For tuition in collegiate branches, whether in the regular or special course, \$2,50 per week, or \$100 per year.

For board, including furnished room, with light, heat, and necessary washing, \$7,50 per week, or \$300 per year; making every student a charge of \$400 per year of forty weeks.

To those pursuing extra collegiate branches, an additional charge was made, as follows :

For instruction on the piano or organ, or in singing, at the rate of \$60 per year; Painting, \$60; Drawing, \$50; and Riding,

The cost of necessary text-books, stationery, music, drawing materials, riding habits, etc., varied very widely with the circumstances of the students. For those not pursuing extra collegiate branches, \$500 for the college year would be a liberal average.

The foregoing report is respectfully submitted to the Regent by the undersigned, who are appointed a committee for that purpose by the Executive Committee of the Board of Trustees, at the regular meeting of the same, held December 17, 1867.

J. H. RAYMOND, *President.*

NATHAN BISHOP, *Ch'n Ex. Com.*

M. VASSAR, JR., *Treasurer.*

C. SWAN, *Secretary, &c.*

## XVIII. MANHATTAN COLLEGE, NEW YORK CITY.

*To the Regents of the University of the State of New York :*

The trustees of Manhattan college, in compliance with a requisition of the Regents of the University, submit the following report for the collegiate year ending on the 2d day of July, 1867, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject matters following, viz :

*1. Number and Description of Professorships.*

The professorships in said college during said year were the following :

Professorship of Mathematics ; Professorship of Philosophy ; Professorship of Latin, English Literature and Rhetoric ; Professorship of Latin and Greek ; Professorship of History and Mathematics ; Professorship of Chemistry ; Professorship of Natural Philosophy, Mathematics and Drawing ; Professorship of French and Natural Sciences ; Professorship of Elocution and English Composition ; making in all nine professorships.

*2. Faculty and other Officers.*

The faculty of said college, including all persons charged with the duty of giving public instruction therein during said year, consisted of the following :

Brother Patrick, President.

Brother Paulian, Vice-President, Professor of Mathematics.

Rev. John Breen, Professor of Philosophy.

Edward J. Sears, A. M., LL.D., Professor of Latin, English Literature and Rhetoric.

Cornelius M. O'Leary, A. M., Ph. D., M. D., Professor of Latin and Greek.

Brother James, Professor of History and Mathematics.

Brother John Chrysostom, Treasurer, Professor of Elocution and English Composition.

Paul Peltier, A. M., Professor of Natural Philosophy, Mathematics and Drawing.



Valery Havard, Professor of French and Natural Sciences.  
Edward S. Finlay, M. D., Professor of Chemistry.  
Brother Abban, Principal of Commercial Department.  
Brother Victorian, Principal of Preparatory Department.  
Brother Jasper, Prefect of Senior Students.  
Brother Tertullian, Prefect of Preparatory Department.  
Gustavus Heyner, Professor of Music.

There were twenty-three other professors and teachers engaged in the preparatory and commercial departments during said year. Twenty-seven of the total number of instructors have devoted themselves to the cause of education, and are unsalaried ; their ordinary expenses, to the amount of \$8,100, are paid by the treasurer.

The number of other officers and servants performing duties in the college was twenty-five.

3. *Number and Classification of Students.*

|  |     |
|--|-----|
| The whole number of students in the collegiate and preparatory department was..... | 707 |
| In the collegiate department, including classical and scientific,                  | 52  |
| In the commercial department.....  | 92  |
| In the preparatory department .....  | 563 |
| Graduated July 2d, 1867 .....  | 4   |
| The average age of graduates was.....  | 19  |

The under-graduates were classified as follows :

|                             |            |
|-----------------------------|------------|
| Fourth class, college ..... | Freshman.  |
| Third class, college .....  | Sophomore. |
| Second class, college ..... | Junior.    |
| First class, college .....  | Senior.    |

There were fourteen preparatory classes and three commercial.

4. *College Sessions.*

There are two terms of five months each, commencing on the first Mondays in September and February, respectively.

5. *Subjects and Courses of Study.*

There are two courses for under-graduates—one classical, the other scientific. Both extend to four years, and are pursued in the following order:

## FOURTH CLASS, COLLEGE—FRESHMAN.

First Term.—Sallust's *Catiline*; Virgil's *Æneid*, two books; Xenophon's *Anabasis*, three books; Greek Testament (selections); Solid and Spherical Geometry (Greenleaf); Algebra to section V (Robinson).

Second Term.—Six Select Orations of Cicero; Virgil's *Æneid*, four books; Xenophon's *Anabasis* (one book and three reviewed); Homer's *Iliad*, two books; Analytical and Practical Trigonometry (Greenleaf and Chambers); Algebra to Logarithms.

Both Terms.—Arnold's Latin Prose Composition, part I; Latin Prosody (reviewed); Fisk's Greek Grammar; Prosody; Fasquelle's French Course; English Composition and Rhetoric (Blair); Classical Geography (Mitchell); Ancient History to part V (Fredet); Elocution; Christian Doctrine (Gaume).

## THIRD CLASS—SOPHOMORE.

First Term.—Cicero de *Senectute* and de *Amicitia*; Horace, *Satires*; Homer's *Iliad*, three books; Thucydides, one book; Spherical Trigonometry; Surveying (Robinson); Algebra (completed).

Second Term.—Horace, *Odes* and *Epistles*; Livy, two books; Homer's *Odyssey*, three books; Herodotus (selections); Navigation; Analytical Geometry (Robinson and Salmon); Botany (Gray).

Both Terms.—Arnold's Latin Composition (reviewed); Arnold's Greek Composition, part I; Roman and Grecian Antiquities (Bojessen); Natural Philosophy (Olmsted); Draper's Chemistry, parts I, II; Fasquelle's French Course (reviewed); *Telemachus*, five books; English Literature and Rhetoric (Blair and Chambers); Ancient History (completed); Elocution; Christian Doctrine.

## SECOND CLASS—JUNIOR.

First Term.—Horace, *Ars Poetica*; Cicero de *Oratore*, one book; Arnold's Latin Composition, part II; Demosthenes, two *Olynthiacs*; Homer's *Odyssey*, two books; Arnold's Greek Composition (reviewed); Analytical Geometry (two and three divisions); Differential Calculus (Church and Haddon); Chemistry, part III; Botany; Philosophy; Logic (Bouvier).

Second Term.—Juvenal (seven); Quintilian's *Institutes*, two books; Arnold's Latin Composition, part III; Demosthenes, two *Philippics*; Sophocles (one drama); Arnold's Greek Composition,

part II; Calculus (Church and Haddon); Astronomy (Robinson); Meteorology); Philosophy; Metaphysics.

Both Terms.—French Literature and Composition; Bossuet's Orations; Natural Philosophy (completed); English Literature and Rhetoric; Essays; History (modern); Elocution.

#### FIRST CLASS—SENIOR.

Both Terms.—Tacitus (Germania and Agricola); Persius (five); Latin Conversation; Composition; Exercises from various Latin authors; Plato (Gorgias); Longinus; Euripides (one drama); French Literature; Composition; English Literature and Rhetoric; Essays; Debates; Astronomy; Physiology; Philosophy.

#### SCIENTIFIC COURSE.

##### FOURTH CLASS, COLLEGE—FRESHMAN.

First Term.—Geometry, Solid and Spherical, (Greenleaf); Euclid, six books, (reviewed); Algebra to section V (Robinson's University); Geometrical Drawing; Descriptive Geometry (Davies); English Composition and Rhetoric (Blair); Geography and History, ancient, (Mitchell and Fredet); Elocution; French, Fasquelle's Course; Fasquelle's Colloquial Reader; Adler's German Ollendorf; Adler's German Reader; Christian Doctrine.

Second Term.—Geometry, analytical (Young); Algebra to Logarithms; Plane Trigonometry and Mensuration (Greenleaf); Use of Mathematical Tables; Natural Philosophy, introductory (Olmsted); Surveying (Gillespie); Geometrical Drawing; Descriptive Geometry; English Composition and Rhetoric; Geography and History, ancient; Elocution; French, Fasquelle's Course, Colloquial Reader; German; Christian Doctrine.

##### THIRD CLASS—SOPHOMORE.

First Term.—Analytical Trigonometry, plane and spherical (Greenleaf and Chambers); Analytical Geometry, two dimensions (Robinson and Salmar); Algebra; Geometrical Drawing; Surveying, chain; Descriptive Geometry; Topographical plans; Natural Philosophy, mechanics; Chemistry, part I (Draper); English Literature and Rhetoric; Essays; History, ancient; Elocution, French, Fasquelle's Course, Exercises, Telemachus; German; Christian Doctrine.

**Second Term.**—Algebra (reviewed); Analytical Geometry; Surveying, compass, Geometrical Drawing, Descriptive Geometry, Navigation (Robinson); Natural Philosophy, hydrostatics, pneumatics, acoustics; Chemistry, part II; English Literature and Rhetoric; Essays; History, ancient; Elocution; French, Fasquelle's Course (reviewed), Telemachus; German; Christian Doctrine.

#### SECOND CLASS—JUNIOR.

**First Term.**—Calculus (Church and Haddon); Trigonometry (reviewed); Surveying, Levelling, Navigation, Descriptive Geometry, Geometrical Drawing; Natural Philosophy, optics, magnetism, electricity; Chemistry, part III; English Literature and Rhetoric, Essays; History, modern (Fredet); French, Composition, Bossuet's Orations; German; Philosophy, psychology and logic (Barber).

**Second Term.**—Calculus, Natural Philosophy (reviewed); Mechanics, Descriptive Geometry; Chemistry (reviewed); Geology (Hitchcock); Surveying; English Literature and Rhetoric, Essays; History, modern; French, Composition, Bossuet's Orations; German; Philosophy, Psychology and Logic (Barbe).

#### FIRST CLASS—SENIOR.

**Both Terms.**—Astronomy, Mechanics (Robinson and Woolhouse); Chemistry (reviewed); Descriptive Geometry; Geology, Botany; Mineralogy; Physiology; English Literature and Rhetoric, Essays; History, modern; French and German Literature; Philosophy, metaphysics and ethics (Barbe).

#### 6. *Exercises.*

All the college classes were exercised in composition, elocution, and extemporaneous speaking once a fortnight. The compositions were read before the class, and commented upon by the students and professor. The exercises in elocution were generally in English, but occasionally in Latin. Much attention was bestowed on debates and extemporaneous discussions, as they are deemed conducive to mental development, and well calculated to inspire the students with confidence in their own resources. During these discussions, the general elocution and gesture, as well as pronunciation, were carefully criticised, and such suggestions made as tended to enable the students to appreciate the importance of a natural and animated style, both in reading and writing.

One hour each day was devoted to Philosophy, the students

being required to express themselves in the Latin language. There were, moreover, two hours weekly allowed for Latin conversation on various subjects; the special aim of the professor then being to impart an elegant and correct style of Latinity.

The De La Salle Literary Society continued to publish, in manuscript, their monthly journal, and gave three public entertainments during the year.

### 7. *Examinations.*

There were two public examinations, one in January, occupying four days, the other in June, at the close of the term, occupying one week. All who were likely to take any active part in testing the acquirements and abilities of the students, were invited to attend.

Candidates for the degree of Bachelor of Arts were required to translate with facility the various Greek and Latin works mentioned in the course, and to speak the latter language fluently and well. They were also subjected to searching examinations in Mathematics, Literature and Philosophy, and were required to write elaborate essays on given subjects.

### 8. *Mode of Instruction.*

Instruction is given by daily recitation from text-books accompanied with explanations, analyses and criticisms by the professor. The general plan of instruction combines the analytical and synthetical. Students of the higher classes, were required to use their text-books simply as such; the text merely furnished the basis of the argument or proposition. Even this the student had to clothe in his own language; for the remainder he had to depend on his own reading and observation, together with such suggestions as the Professor thought he needed to enable him not only to form an accurate conception of the subject under treatment, but also to give his impressions of it to the class orally or in writing.

### 9. *Discipline.*

The discipline of the College is committed to the President, who relies mainly on paternal advice and moral influence to secure propriety of conduct, diligent application and gentlemanly behavior.

### 10. *Gratuitous Aid.*

Gratuitous instruction was given to twenty-five students, and

d instruction at reduced rates, to fifty. The Institution no grant from any source for such aid.

### 11. *Description and value of College Property.*

College grounds are located in the city of New York, from One Hundred and Thirty-first to One Hundred and third streets, between Eleventh avenue and Broadway.

|   |             |
|---|-------------|
| Buildings consist of two large brick buildings, which, with<br>lands, are valued at ..... | \$70,000 00 |
| number of volumes, 6,000 .....  | 12,000 00   |
| Physical and chemical apparatus .....   | 1,500 00    |
| .....   | 8,000 00    |
| .....   | 3,000 00    |

### *Description and value of other College Property.*

"Salle Institute" on Second street, between  
and Second avenues, comprises four brick  
buildings used for a preparatory school, all of

|                                      |           |
|--------------------------------------|-----------|
| are valued at .....                  | 40,000 00 |
| Physical apparatus and library ..... | 2,000 00  |
| .....                                | 1,000 00  |

"Manhattan Academy" on Thirty-second street, be-  
tween Seventh and Eighth avenues, consists of a  
four story brick building used as a prepara-  
tory school. The ground and building are

|                     |           |
|---------------------|-----------|
| at .....            | 48,000 00 |
| and furniture ..... | 4,000 00  |

|                                       |                            |
|---------------------------------------|----------------------------|
| Total value of College property ..... | <u><u>\$189,500 00</u></u> |
|---------------------------------------|----------------------------|

### 13. *Revenue.*

Term bills are the only source.

### 14. *Debts.*

### 15. *Price of Tuition.*

|                                    |          |
|------------------------------------|----------|
| Standard tuition per session ..... | \$300 00 |
| for drawing, &c., extra .....      | 40 00    |
| for preparatory schools .....      | 40 00    |

16. *Remarks.*

The Faculty have readily acquiesced in the programme of requirements adopted by the University Convocation. Thus far, admission to the Collegiate Department, has depended on a more complete course of Mathematics, English and History, than that now required; and since the close discipline of mathematical studies, and a familiar knowledge of the vernacular tongue, prepare the student admirably to reap the fullest fruit from his college labors, the Faculty would gladly see the standard of requirements, in these respects, raised.

17. *Close of the Report.*

At a regular meeting of the Board of Trustees, held at the College on the 9th day of December, 1864, a standing committee was appointed to draw up annual reports, and forward the same to the Regents of the University. The above has been prepared in accordance with that provision.

BRO. PATRICK,

*Chairman of Committee.*

BRO. PAULIAN,

EDW. J. SEARS, LL. D.,

*Sec'y Board of Trustees.*

## XIX. COLLEGE OF THE CITY OF NEW YORK.

*To the Regents of the University of the State of New York :*

The trustees of the College of the City of New York, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 9th of September, 1867, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject matters following, viz :

*1. Number and Description of Professorships.*

The professorships in said college during said year were the following :

1. A Professor of Moral, Intellectual and Political Philosophy.
2. Of English Language and Literature.
3. Of the Latin and Greek Languages and Literature.
4. Of French Language and Literature.
5. Of German Language and Literature.
6. Of Spanish Language and Literature.
7. Of History and Belles-Lettres.
8. Of Pure Mathematics.
9. Of Mixed Mathematics.
10. Of Chemistry and Physics.
11. Of Natural History and Physiology.
12. Of Drawing.
13. An Adjunct Professor of Philosophy.

*2. Trustees, Faculty and other College Officers.*

TRUSTEES.

The following is a list of the trustees of the college, with their respective places of residence :

|   |    |
|---|----|
| James M. McLean, President, 3 West 34th street, N. Y. city. |    |
| James B. Dupignac, 3 Lispenard street,                      | do |
| John Hayes, 89 Marion street,                               | do |
| James W. Farr, 11 Horatio street,                           | do |
| John F. Turner, 258 Seventh street,                         | do |



|  |    |
|--|----|
| S. Weir Roosevelt, 39 East 12th street, N. Y. city.    |    |
| William Hitchman, East 85th street,                    | do |
| Timothy Brennan, 92 Elm street,                        | do |
| Wilson Small, 266 Henry street,                        | do |
| Samuel B. H. Vance, 206 West 23d street,               | do |
| James L. Miller, 314 East 14th street,                 | do |
| Richard Warren, 1 West 16th street,                    | do |
| James M. Post, 409 West 34th street,                   | do |
| Horatio P. Allen, cor. 3d av. and 90th street,         | do |
| Owen Healy, 23 Cherry street,                          | do |
| Otto H. Coop, 74 Columbia street,                      | do |
| Benjamin B. Merrill, 190 West 18th street,             | do |
| Samuel P. Patterson, 61 Third street,                  | do |
| William H. Neilson, 102 East 15th street,              | do |
| Peter H. Jackson, 328 East 30th street,                | do |
| Richard L. Larremore, 234 East 50th street,            | do |
| Thomas Boese, Secretary of the Board, 98 East 38th str |    |

FACULTY.

The faculty of said college, including all persons charge the duty of giving instruction therein during said year, co of twelve professors, one adjunct professor, thirteen tuto one special instructor in elocution.

The other officers of said college, charged with duties other than those of public instruction, during said year, A librarian, an assistant to the professor of chemistry, a an assistant in the repository, and an assistant in the labo

The names of the several persons holding offices or pl the college during said year, with the offices or places h them respectively, and the salaries or annual compensati official services allowed to each of them, were as follows :

|   |      |
|---|------|
| Horace Webster, LL.D., President and Professor of Moral<br>lectual and Political Philosophy.....                        | \$4, |
| John Jason Owen, D. D., LL.D., Vice President, and<br>Professor of the Latin and Greek Languages and<br>Literature..... | 4,   |
| Gerardus Beekman Docharty, LL.D., Professor of Pure<br>Mathematics and Secretary of the Faculty.....                    | 3,   |
| John Augustus Nichols, LL.D., Professor of Mixed<br>Mathematics..   | 3,   |

|  |            |
|--|------------|
| Edward Anthon, LL.D., Professor of History<br>Belles-Lettres .....               | \$3,750 00 |
| Graeff Barton, A. M., Professor of English Lan-<br>guage and Literature .....    | 3,750 00   |
| Joemer, LL.D., Professor of French Language and<br>Literature .....              | 3,750 00   |
| Don José Morales, LL.D., Professor of Spanish Lan-<br>guage and Literature ..... | 3,750 00   |
| John J. A. Koerner, Ph.D., Professor of Drawing ..                               | 3,750 00   |
| Robert Ogden Doremus, M.D., Professor of Chemistry<br>Physics .....              | 3,750 00   |
| Henry Werner, M. S., Professor of German Language<br>Literature .....            | 3,750 00   |
| Christopher Draper, M. D., Professor of Natural<br>History and Physiology .....  | 3,750 00   |
| Frederic Washington Huntsman, A. M., Adjunct Profes-<br>sor of Philosophy .....  | 3,750 00   |
| John Howard Palmer, A. M., Tutor .....   | 2,500 00   |
| Samuel Beinhauer Silber, A. M., Tutor .....                                      | 2,500 00   |
| Samuel Arad Sheldon, A. M., Tutor .....  | 2,500 00   |
| John George Compton, A. M., Tutor .....  | 2,500 00   |
| John Fabregou, A. M., Tutor .....  | 2,500 00   |
| John Oudin, A. M., Tutor .....   | 2,500 00   |
| John Godwin, A. M., Tutor .....  | 2,500 00   |
| John Woolf, A. M., Tutor .....   | 2,187 50   |
| John Knox, A. M., Tutor .....  | 2,187 50   |
| John Gerald Tisdall, A. M., Tutor .....  | 2,187 50   |
| John Stratford, A. B., Tutor .....   | 1,250 00   |
| John Roberts, Jr., A. M., Tutor .....  | 1,250 00   |
| John Edward Morrison, A. M., Tutor .....   | 1,562 50   |
| John E. Frobisher, Special Instructor in Elocution ..                            | 2,000 00   |
| H. Chambers, Librarian and Registrar .....                                       | 3,750 00   |
| John F. Wilkinson, Assistant to the Professor of Chem-<br>istry .....            | 2,500 00   |
| John Delany, Janitor .....   | 1,200 00   |
| John P. Kissner, Assistant in the Repository .....                               | 700 00     |
| John Wolfe, Assistant in the Laboratory .....                                    | 936 00     |

### 3. *Number of Students.*

The whole number of students, undergraduates in said College,  
during said year, was:

|  |                  |
|--|------------------|
| Whole number in the Introductory Class.....                                  | 397              |
| Whole number in the four Collegiate Classes .....                            | 259              |
| Left or dismissed from Introductory Class for various reasons                | 156              |
| Left or dismissed from the four Collegiate Classes for various reasons ..... | 60               |
| Graduated September 19th, 1867 .....   | 30               |
| Maximum age on admission to Introductory Class, 19 years.                    |                  |
| Minimum       do               do               do       14   do             |                  |
| Average       do               do               do       14   do   9 mo.     |                  |
| Average age of Graduating Class.....   | 20   do   1   do |

During the collegiate year leave of absence was granted to six students on the ground of ill health. A large majority of the students who left college during the year entered at once upon business pursuits, several began the study of the various professions, and most of the others withdrew from inability to keep up with the studies of their classes.

The intended occupations of the graduates of this year are not known to the college authorities.

4. *Classification of Students.*

|                                    |     |
|------------------------------------|-----|
| 1. In the Senior Class.....        | 32  |
| 2. In the Junior Class.....        | 40  |
| 3. In the Sophomore Class.....     | 67  |
| 4. In the Freshman Class.....      | 120 |
| 5. In the Introductory Class ..... | 397 |
| <hr/>                              |     |
| Total.....                         | 656 |
| <hr/>                              |     |

During the collegiate year the Introductory students, who pursue the Ancient Course, study Latin Grammar (through Syntax), Andrews' Latin Reader (nearly complete), and two books of Cæsar's Commentaries ; Docharty's Algebra and Geometry, Linear Drawing, Elementary Chemistry and Physics (by lectures); Natural History, Anatomy and Physiology ; Rhetoric (by lectures); the notes on which are considered as compositions ; Barton's Outlines of Universal and English Grammar.

Those who pursue the Modern Course, study instead of Latin, Vannier's Spelling and Pronunciation, Robertson's Grammar, and portions of Roemer's Polyglot and Elementary Readers.

5. *Academic Degrees.*

The following are the names of those who received Academic degrees at the last commencement, September 19, 1867.

## DEGREES IN COURSE.

## BACHELORS OF ART.

|                         |                                |
|-------------------------|--------------------------------|
| Arthur Morton Hanks.    | George Washington P. Smith.    |
| William James Cumming.  | William Hindhaugh, Jr.         |
| Charles Otis Kimball.   | William Sommerville Stevenson. |
| Eugene Louis Bashe.     | Oliver Martin Arkenburgh.      |
| Charles Edward Hiscox.  | Eugene Blondel.                |
| Samuel Edmund Seaman.   | Edward B. Dudley.              |
| Henry Fowler Chapman.   | Francis Marko Scott.           |
| Bernhard Grunhut.       | Martin Hasset Ray.             |
| William Ladd Moore.     | Eleazer Goldsmith.             |
| Daniel Phoenix Ketchum. | Morris Henry Grau.             |
| Selah Hiler Elliott.    | Louis Fellows.                 |

## BACHELORS OF SCIENCE.

|                            |                           |
|----------------------------|---------------------------|
| James Mace Farnsworth.     | Lucius Henry Nutting.     |
| William Carl Hess.         | Henry Clay Harding.       |
| Franklin Bayard Patterson. | James Franklin Donaldson. |
| Edward Daniel Farrell.     | William Gustavus Simmons. |

## MASTERS OF ARTS.

|                                 |                             |
|---------------------------------|-----------------------------|
| John William Warth, A. B.       | Edward Lauterbach, A. B.    |
| Augustus Fred'k Dohrman, A. B.  | Siegmund Spingarn, A. B.    |
| William Westerfield, Jr., A. B. | John Pease Harsen, A. B.    |
| William Henry King, A. B.       | Clinton Jones Hartt, A. B.  |
| George Frederick Mayer, A. B.   | Jasper Theodore Kane, A. B. |

## MASTERS OF SCIENCES.

|                            |                                |
|----------------------------|--------------------------------|
| Charles A. Flammer, B. S.  | Michael J. Dwyer, B. S.        |
| Henry K. Coddington, B. S. | Charles E. Oakley, B. S.       |
| James Candler, Jr., B. S.  | Lucius McAdam, B. S.           |
| Joseph Lane R. Wood, B. S. | Henry J. N. P. Edmonson, B. S. |

*6. College Terms and Sessions.*

There are two College terms. The first term begins on the third Wednesday of September and ends at the middle of February. The second term begins at the middle of February and ends on the fourth day of July.

*7. Subjects and Course of Studies.*

There are two courses, Ancient and Modern, differing only in the languages studied.

## FRESHMAN CLASS.

*First Term.—September, 1866, to February, 1867.*

Latin.—Virgil's *Æneid*, Books I. and II., with frequent reviews ; Andrews and Stoddard's Latin Grammar; Prosody; Exercises in Versification. Three lessons a week.

Greek.—Sophocles' Greek Grammar, and Silber's Greek, Lessons, studied and reviewed. Two lessons a week.

History and Belles-Lettres.—Willson's Outlines of History to page 165, with chronological notes and tables. Two lessons a week. Day's Rhetoric, to page 150, with comment and illustration. Two lessons a week.

Mathematics.—Docharty's Plane and Spherical Trigonometry and Mensuration, complete. Five lessons a week. Descriptive Geometry and its applications; from manuscript. Five lessons a week.

English.—Fowler's English Grammar (abridged)—Etymology, pages 174 to 215. One lesson a week.

*Second Term.—February to July, 1867.*

Latin.—Virgil's *Æneid*, Books III. and V., with exercises in scanning and Latin prose composition. Three lessons a week.

Greek.—Owen's Greek Reader (the Fables, Jests of Hierocles, ten Dialogues of Lucian, and the Odes of Anacreon, with attention to scanning, and reviewed). Sophocles' Greek Grammar, reviewed, with particular attention to etymology and syntax. Two lessons a week.

History and Belles-Lettres.—Willson's Outlines of History, page 165 to 321, with chronological notes and tables. Three lessons a week. Day's Rhetoric, from page 151 to end, with comment and illustration. Two lessons a week.

Mathematics.—Docharty's Analytical Geometry, entire and reviewed, and Docharty's Surveying and Navigation. Five lessons a week. Constructions of Shades and Shadows, Perspective, from manuscript, with applications. Four lessons a week.

Natural History.—Draper's Anatomy, Physiology, and Hygiene, 75 pages, comprising Dynamic Physiology and Hygiene. One lesson a week.

The Modern Course students, instead of Latin and Greek studied French and Spanish, as follows :

First Term.—French.—Robertson's Grammar, entire. Roemer's

Second Reader, 200 pages, and review of the same. Dictation, with application of Grammar. Three lessons a week.

Spanish.—Ollendorff, pages 9 to 66; Velasquez's Grammar, pages 402 to 423; Morales' Reader, 9 pages; Butler's Phrases, 24 pages; Regular Verbs and Reading. Two lessons a week.

Second Term.—French.—A general review of the studies of the preceding term. Roemer's Polyglot Reader, Part II., 20 pages, translating English into French, with application of Grammar; Roemer's Second Reader, 120 pages. Two lessons a week.

Spanish.—Ollendorff, page 66 to 181; Velasquez's Grammar; page 327 to 456; Iriarte's Fables, 26 pages; Morales' Reader, 13 pages; Butler's Phrases, 20 pages; Regular and Irregular Verbs; Reading and Conversation.

#### SOPHOMORE CLASS.

*First term.—September, 1866, to February, 1867.*

Latin.—Johnson's Cicero, the four Orations against Catiline, and the Oration for the Poet Archias, with frequent reviews. Two lessons a week.

Greek.—Owen's Xenophon's Anabasis, Book I., and reviewed. Three lessons a week.

History and Belles-Lettres.—Willson's Outlines of History, page 322 to 562, with notes and chronological tables. Five lessons a week.

English Literature.—Graham's English Synonymes, 230 pages; studied and reviewed, with regular exercises in Etymology. Three lessons a week.

Mathematics.—Docharty's Differential Calculus, to the application of the Calculus to the Theory of Curves. Two lessons a week.

Physics.—Lectures, with illustrations, were delivered twice a week to the class.

Drawing.—The class drew from casts and models, and took notes from lectures on Ornamentics. Four lessons a week.

Political Economy.—Wayland to page 187.

*Second term.—February to July, 1867.*

Latin.—Andrews' Sallust, 69 pages of Jugurtha, with frequent reviews. Two lessons a week.

Greek.—Owen's Xenophon's Cyropædia, Book III., 2 chapters and 22 sections of Chapter 3, with reviews. Three lessons a week.

English Literature.—Shaw's English Literature, pages 45 to 193, omitting Chap. IV., studied and reviewed. Three lessons a week.

Philosophy.—Coppée's Logic, and Wayland's Political Economy, entire. Five lessons a week.

Mathematics—Docharty's Differential and Integral Calculus, completed. Three lessons a week.

Drawing.—Free-hand Drawing, from ornaments and casts; three lessons a week. Lectures on Architectural Orders, once a week.

Natural History.—Lectures, illustrated by maps, models, etc., were delivered to the class once a week, on Physical Geography.

The Modern Course students, instead of Latin and Greek, studied French and Spanish, as follows :

First Term.—French.—Roemer's Second Reader, 50 pages, with Grammatical and Logical Analysis, in French; 50 pages from Sadler's Petit Cours, translated into French. Two lessons a week.

Spanish.—Ollendorff, 120 pages; Velasquez's Grammar, 25 pages; Quintana, to page 39; Moratin, 5 pages; Pizarro's Phrases, 14 pages; Regular and Irregular Verbs, parsing, reading and conversation. Three lessons a week.

Second Term.—French.—Moliere's Bourgeois Gentilhomme and Les Femmes Savantes; Racine's Esther; Analysis of the Plays and explanations in French, 40 pages from Sadler's Petit Cours, translated from English into French. Two lessons a week.

Spanish.—Ollendorff completed, 165 pages; Velasquez's Grammar completed, 30 pages; Ascargota, to page 47; Moratin's Comedies, pages 185–210; Pizarro's Phrases, 25 pages; Irregular Verbs, Grammatical Analysis, dictation, reading and conversation. Three lessons a week.

#### JUNIOR CLASS.

*First Term.—September, 1866, to February 1867.*

Latin.—Lincoln's Livy, Book I., and 12 chapters of Book II. Two lessons a week.

Greek.—Owen's Homer's Iliad, Books I and II., except the catalogue of the ships. Three lessons a week.

Philosophy.—Mahan's Intellectual Philosophy, entire. Three lessons a week.

English Literature.—Fowler's English Grammar (large edition), to page 188 with a few omissions, studied and reviewed. Two lessons a week.

natural Philosophy.—Bartlett's Analytical Mechanics, 270  
 , studied and reviewed. Five lessons a week.

ysics.—Lectures, with illustration, were given twice a week  
 to class.

ology.—Lectures were delivered once a week to the class.

*Second Term.—February to July, 1867.*

in.—Anthon's Horace's Odes, Book I. One lesson a week.

ek.—Owen's Homer's Odyssey, Book I. One lesson a week.

gic.—Mahan's Logic, entire. Four lessons a week.

glish Literature.—Shaw's English Literature, pages 208 to  
 omitting chapter 5. Two lessons a week.

natural Philosophy.—Bartlett's Analytical Mechanics, 61 pages;  
 ett's Acoustics, 130 pages; Bartlett's Optics, 120 pages;  
 ett's Spherical Astronomy, 75 pages. Five lessons a week.

etoric.—Lectures were delivered once a week to the class.

ysics.—Lectures, with experimental illustrations, were deliv-  
 er twice a week to the class.

Lectures on the Fine Arts were also delivered to the class  
 by a Professor of Drawing.

Modern Course students, instead of Latin and Greek,  
 read Spanish and German, as follows :

1st Term.—Spanish.—Ollendorff.—pages 85 to 533 ; Mora-  
 Comedies, 55 pages; Don Quijote, to page 44 ; Sales' Gram-  
 pages 25 to 163, 217 to 263, 303 to 345, and 460 to 463 ;  
 ilar Verbs, Grammatical Analysis, Dictation, Reading, Con-  
 tion and Translations from English into Spanish. Three  
 is a week.

rman.—Glaubenskleer's Reader, 1st part; Glaubenskleer's  
 mar, Theoretical part. Two lessons a week.

2nd Term.—German.—Bremen Reader, 60 pages. Two  
 is a week.

SENIOR CLASS.

te.—The Students of the Ancient Course take either French,  
 ish or German, as they may elect, during their Senior year.

*First Term.—September, 1866, to February, 1867.*

ek.—Owen's Thucydides, chapters 88–118. One lesson a

ilosophy.—Butler's Analogy, 110 pages; Hamilton's Meta-



physics, 12 lectures; Alexander's Moral Science. Two lessons week.

Chemistry.—Lectures, with illustrations, were delivered four times a week to the class.

Astronomy and Engineering.—Bartlett's Applications of Astronomy to Navigation, Geodesy, etc., 220 pages, with practical examples; Mahan's Civil Engineering, 84 pages; Topographic Drawing. Four lessons a week.

French.—Vannier's Pronunciation; Robertson's Grammar, 26 lessons; Roemer's Polyglot Reader, part I.; Roemer's Elementary Reader; Regular and Irregular Verbs. All the above were carefully reviewed. Four lessons a week.

*Second Term.—February to July, 1867.*

Ancient Languages.—Crosby's *Œdipus Tyrannus*, 275 lines; Anthon's *Horace's Odes*, Book II. One lesson a week.

Philosophy.—Constitution of the United States, and Kent's Commentaries on International Law, 294 pages. Two lessons a week.

Engineering.—Mahan's Civil Engineering, 175 pages; Mahan's Field Fortification, 118 pages; Mahan's Stereotomy, 48 pages. Four lessons a week.

Chemistry.—Lectures, with experimental illustrations, were delivered to the class four times a week.

Natural History.—Lectures were delivered twice a week to the class on the Blowpipe Analysis applied to Mineralogy, and the students made practical applications of the principles.

French.—Roemer's Second Reader, 200 pages translated into English with logical and grammatical analysis. General review of the studies of the previous term.

Those students who chose Spanish studied it as follows:

First Term.—Ollendorff, pages 9 to 114; Morales' Reader, 14 pages; Butler's Phrases, 41 pages; Velasquez's Grammar, complete. Regular and Irregular Verbs, Reading and Conversation. Four lessons a week.

Second Term.—Ollendorff, pages 114 to 298; Don Quijote, to page 33; Sales' Grammar, pages 25 to 163, 192 to 196, 217 to 246, 303 to 314, and 459 to 463; Moratin's Comedies, 20 pages. Irregular Verbs, original composition in Spanish, dictation, translations from English into Spanish, and conversation. Four lessons a week.

Those students of the Ancient Course who studied German studied as follows :

First Term.—Glaubensklee's Grammar and Exercises ; Glaubensklee's Reader. Four lessons a week.

Second Term.—Oltrogge's Reader, 90 pages ; Badekuren. Fifteen pieces translated into German. Four lessons a week.

The Modern Course students, instead of the Language course pursued by the remainder of the class, studied German as follows:

First Term.—Oltrogge's Reader, 40 pages ; Hermann and Dorothea ; Otto's Conversation Grammar, 1st Part, 217 pages. Five lessons a week.

Second Term.—Otto's Grammar, 2d Part, 142 pages ; Oltrogge's Reader, 50 pages ; Wallenstein ; Benedix's Steckbrief. Five lessons a week.

### 8. *Exercises.*

The Seniors and Juniors each declaimed five original discourses before the entire College, as a regular part of the morning exercises in the Chapel.

The Sophomores were exercised once a month in declamation and English composition throughout the collegiate year, each member of the class declaiming twice during the second term, in the Chapel, before all the students.

The Freshmen were required to write one composition a month.

All compositions were criticised as to sentiment and logical rhetorical qualities, and, where they were to be declaimed, special attention was given to their adaptation to oratory.

Each student is rehearsed twice before declaiming. The Seniors have class-drill in oratory once a week ; the Juniors and Sophomores once in three weeks. All of the oratorical exercises are criticised with reference to expression, action, etc. In addition to the prescribed exercises, many students derive benefit from the Literary Societies.

### 9. *Exhibition and Prize Contests.*

Junior Exhibition.—On the second Friday in February is held the exhibition of the Junior class, at which time there is public speaking of original compositions by members of that class. The speakers are appointed by the faculty from among those whose standing on the preceding merit-roll is not lower than "good."

Prize Speaking.—On the Wednesday preceding commencement an exhibition of prize speaking is held, when two representatives

of each of the three higher classes, elected by their class-mate contend for a prize for excellence in public speaking, called the "Prize of the President of the Board of Education." At the same time and place, representatives, one from each of the same classes and similarly chosen, contend for a "Prize to the best Declaimer of a Selected Poem." The prizes are awarded by a committee of gentlemen appointed by the President of the Board of Education, the announcement of the award being made at commencement.

### PRIZES FOR DECLAMATION, 1867.

#### PROSE.

Prize of the President of the Board of Education—To Matthew C. Julien, of the Sophomore class, "Irving's Life of Washington."

#### POETRY.

Prize to the best Declaimer of a Selected Poem—To Fred'k J. Newman, of the Sophomore class, Dana's "Household Book of Poetry."

### THE RIGGS COMPOSITION MEDALS.

Elisha Riggs, Esq., has founded a prize in composition, consisting of two gold medals, procured from the investment of \$1,000, to be awarded annually, respectively to "the author of the best English prose composition in the Senior class," and "to the author of the best English prose composition in the Junior class." An additional medal was awarded this year to the author of the best original poem on a given subject. The successful compositions are read on the occasion of prize speaking. The subjects of the essays for each class are assigned at the beginning of the collegiate year, and the award is made in July by the trustees, who are the president, the professor of history and the professor of English.

#### SENIOR CLASS.

Subject—"The Heroic: Ancient and Modern," to Samuel E. Seaman.

#### JUNIOR CLASS.

Subject—"In what does Education consist?" to Robert B. McMaster.

#### ORIGINAL POEM.

Subject—"The Goal of Modern Progress," Richard R. Bowker, of the Junior Class.

**FRENCH PRIZE TRANSLATION.**

The translators contending for this prize are elected by ballot and by the students of the three higher classes who have studied French in this college—two from each class. The translation is made after the summer examination, on a day appointed by the president, and within a given time—not exceeding three days. The work of each competitor is marked for accuracy of translation by the Professor of French, and for excellence of English by the Professor of English, and from the addition of such marks the successful competitor is determined. The names of the competitors are unknown to the examiners, each paper being distinguished by some motto or assumed name. The prize this year (1867,) was awarded to John H. Innes, of the Sophomore class.

In addition to the above prizes, there are three gold, three silver and twenty bronze medals awarded for proficiency in various subjects.

**10. *Examinations.***

There are two examinations of all the classes, in all the subjects studied—one in February, at the close of the first term, and the other in June, at the close of the year, each being continued about a week. The examinations are partly oral and partly written. They are conducted by the professors of the various departments, and each student's work is marked by his own teacher.

**11. *Mode of Instruction.***

Text-books are used in all departments except that of Drawing and the Fine Arts, in which the instruction is by lectures and exercises. In most of the departments lectures are delivered in addition to the lessons learnt from the books.

**12. *Discipline.***

Ordinary negligence and misbehavior are punished by demerit marks, which lower a student's standing in his class at the end of the term. In severe cases students are reprimanded before the faculty, suspended or dismissed.

**13. *Statutes or By-Laws.***

A copy is transmitted with this report.

*14. Description and value of College Buildings.*

The only building devoted to the use of this college contains twenty recitation rooms, two lecture rooms, two drawing rooms, one chapel, one library, one laboratory, two offices for the president, apartments for the janitor, and several store-rooms. The value of the building and grounds is estimated at \$150,000.

The library contains 14,500 volumes of valuable and well selected works, the cost of which cannot be stated with precision, as some portions have been donated through private munificence; but the estimated value is placed at \$50,000.

The repository contains 7,000 text-books, which are for the use of the students, to be kept in good order by them and returned on leaving, or when called for. Estimated value, \$12,000.

**LABORATORY.**

The Laboratory is well provided with the necessary apparatus of glass and porcelain, and with an extensive suite of chemical preparations, to which additions are constantly being made by the Professor having charge of the Department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the College.

**APPARATUS.**

The Apparatus consists of full sets of French, German, English and American instruments, to illustrate the subjects of Surveying, Navigation, Mechanics, Sound, Light, Heat, Electricity and Magnetism. The subject of Civil Engineering is illustrated by fine French models of Oblique Bridges and Topographical Drawing, and models of Groined Arches and Spiral Staircases. There are also several models of Fortifications.

Estimated value of Apparatus in the Chemical, Physical, Philosophical and Mathematical Departments, \$17,500.

**NATURAL HISTORY.**

The department of Natural History is provided with a Cabinet of Geological, Mineralogical, and Conchological specimens, the last presented by Townsend Harris, Esq. There is also a fine and large collection of Corals from the Florida reefs, which was presented to the College by Major Walter McFarland, U. S. Engineers, formerly a student in the Institution.

The subject of Physiology is illustrated by Skeletons, Mani-  
xins, etc.

Estimated value, \$2,000.

DEPARTMENT OF DRAWING.

The Drawing Department is furnished with the following classes  
of models and casts :

- 1. Models of Geometrical Solids.
- 2. Models of Mouldings.
- 3. Casts of Architectural Ornaments, of different styles.
- 4. Cast Models of some orders of Architecture.
- 5. Busts, Casts from Antiques, and Masks from Nature.
- 6. A selection of Casts taken from Antique Sculptures of the Parthenon and the Temple of Minerva, in Athens—called “Elgin Marbles”—partly Bas-Reliefs and High Reliefs, partly Statues. These were presente by Chas. M. Leupp, Esq., of New York.
- 7. Different Casts of Bas-Reliefs, with Mythological Fixtures.
- 8. Different Casts of Torsos and portions of the Human Figure, partly from antiques, partly from later Sculptures.

Estimated value of Casts, etc, \$3,000.

SUMMARY OF ESTIMATED VALUES.

|   |              |
|---|--------------|
| Building and ground .....                       | \$150,000 00 |
| Library .....                                   | 50,000 00    |
| Apparatus of all kinds .....                    | 17,500 00    |
| Cabinet of Natural History, Models, etc., ..... | 2,000 00     |
| Casts, Models, etc., in Art Department .....    | 3,000 00     |
| <hr/>   |              |
| Total ..  | \$222,500 00 |

15. *Description and Value of other College Property.*

|  |             |
|--|-------------|
| Holbrook Library Fund...               | \$5,000 00  |
| Grosvenor .....                        | 30,000 00   |
| Pell Medal Fund .....                  | 500 00      |
| Burr Medal Fund .....                  | 500 00      |
| Cromwell Medal Fund .....              | 500 00      |
| Riggs Medal Fund .....                 | 1,000 00    |
| Ward Medal Fund (a mortgage for) ..... | 1,000 00    |
| <hr/>                                  |             |
|  | \$38,500 00 |

16. *Debts.*

The College is out of debt.

17. *Expenditures.*

Revenues and expenditures for the year ending on the 10th day of July, 1867.

## RECEIPTS.

|  |                     |
|--|---------------------|
| Balance on hand at date of last report.....                                    | \$33,986 35         |
| Amount of requisition upon the Comptroller on account of the College Fund..... | 105,000 00          |
| Total receipts. ....   | <u>\$138,986 35</u> |

## PAYMENTS.

|  |                     |
|--|---------------------|
| Salaries of Officers and Teachers.....   | \$98,727 00         |
| Books and Supplies .....   | 8,760 77            |
| Scientific Apparatus .....   | 2,862 59            |
| Repairs of Building.....   | 1,967 89            |
| Expenses of Printing Commencement,<br>Fuel, Gas, Stationery, Cleaning, and<br>all other incidentals..... | 7,511 68            |
|  | <u>\$119,829 93</u> |
| Library Books from Literature Fund ..  | 234 99              |
| Balance on hand .....  | 18,921 43           |
|  | <u>\$138,986 35</u> |

July 10, 1867.

*Receipts and Expenditures, on account of the Grosvenor Fund transferred to the College by resolution of the Board of Education, adopted December 5th, 1866, for the year ending 10th July, 1867.*

## RECEIPTS.

|   |                    |
|---|--------------------|
| On hand December, 1866.....   | \$14,526 19        |
| From United States Trust Company ; balance of Certificate of Deposit..... | 1,500 00           |
| From United States Trust Company. Interest on deposits .....              | 1,305 79           |
| From Interest on bonds and mortgages .....                                | 505 00             |
| Total receipts. ....  | <u>\$17,836 98</u> |

## PAYMENTS.

|  |             |             |
|--|-------------|-------------|
| For Registered United States Bonds,<br>Five-twenties ..... | \$14,000 00 |             |
| For Premiums on United States Bonds.                       | 778 75      |             |
| For Library Books .....                                    | 589 62      |             |
|  | <hr/>       |             |
| Balance on hand .....                                      | \$2,468 61  |             |
|  | <hr/>       | \$17,836 98 |
| <i>July 10, 1867.</i>                                      |             | <hr/> <hr/> |

*Statement of the Grosvenor Fund, bequeathed by the late Seth Grosvenor, the interest of which is to be applied to the purchase of Library Books.*

|   |             |
|---|-------------|
| Bonds and mortgages, on real estate in the city of<br>New York, invested in accordance with the bequest | \$16,000 00 |
| Bonds of the United States, Five-twenties .....   | 14,000 00   |
|   | <hr/>       |
| Total bequest .....   | \$30,000 00 |
| <i>July 10, 1867.</i>   | <hr/> <hr/> |

18. *Price of Tuition.*

No charges are made for tuition, books or stationery ; but all students are required by law to account for damages to any property entrusted in their charge.

At a meeting of the Board of Trustees of the College of the City of New York, held October 19th, 1867, it was ordered that the foregoing report be properly authenticated by the Chairman and Secretary of the Board, under the seal of the College, and transmitted to the Board of Regents of the University of the State of New York.

JAMES M. McLEAN, *Chairman.*  
THOMAS BOESÉ, *Secretary.*



## XX. RUTGERS FEMALE COLLEGE, NEW YORK CITY.

*To the Regents of the University of the State of New York :*

In forming a plan for a female college, the work that is before the Trustees and founders is one of no ordinary labor. As compared with a college for young men, the difficulties to be met are far greater, and the precedents to guide the course are few in number, and of such recent establishment that they can scarcely be said to have stood the test of experience. The plans that are here presented, therefore, in the arrangement of Rutgers Female College, are brought forward in the hope that educators may regard them with that consideration which is due to a work in a new and comparatively untried field.

There has been felt for some years in the city of New York, the need of an institution of the highest class for the education of women. Such an institution should stand in the centre of its own patronage. The great metropolis of the American people should be able to lead in a work like this; rather than be under the necessity of sending its daughters away from the influence of hearth and home, to obtain the best and highest culture. Yet previous to the inauguration of Rutgers Female College, there was no institution in the city with the powers and advantages of a full college charter. To supply this want, to remedy this evil, the Trustees of Rutgers Institute applied for and obtained the passage of a legislative act, by which on the 11th of April, 1867, they obtained for their institution equal privileges with any college in the State.

The great work of adjusting and determining the future system of instruction now lay before the president, faculty and board. Anxious at the outset to have the aid and approval of wise and experienced men, they issued a circular wherein were briefly presented their purposes and hopes, requesting the attendance of those who received it at a convention to be held at the college. The circular also requested that those who could not attend would express in writing any views in regard to female education, in either general or specific aspects, which their observation or reflec-

tion might have led them to deem of importance. By this means, the board hoped to accomplish several objects; partly to receive suggestions which they might embody in the course of instruction, and also to ascertain, amid the many theories discussed among educators, what are the really established views respecting woman's education held by men of experience and culture.

The fulness and cordiality of the response to this circular exceeded the expectations of the friends of the college. A very large number of letters were received, containing views and suggestions of great value and interest. The convention held at the institution on April 25th, was an occasion of much encouragement, and an augury of future success. The meeting was opened by Chancellor Ferris of the University of the city of New York, the first president of Rutgers Institute, who dwelt upon the past career of the institution, and described the work which had been there achieved.

President Pierce of Rutgers then read a paper giving the outline of the principal ideas on which the proposed course is founded, and describing those features which are in any respect novel or peculiar. The general subject was then laid before the meeting for consideration, and remarks and addresses, some of them previously prepared, others impromptu, were made by a number of gentlemen.

Dr. Charles E. West, principal of the Brooklyn Heights Seminary, read a discussion of the sphere of mathematics in the training of women, considered in the light both of history and of personal experience. President Smith, of Dartmouth College, and President Loomis, of Lewisburg University, both spoke upon the respective claims of classical and scientific branches, and the propriety and necessity of optional courses of study. A valuable discussion was made by Prof. Arnold Guyot, of Princeton, of the possible improvement in methods of instruction, in order to economize labor and time, and give opportunity for wider investigation in the period covered by a college course. Mr. Hodgins, Deputy Superintendent of Education for Upper Canada, gave an interesting comparison of the public school system of that province with that of the United States, and described the want developed in connection with the Canadian classical institutes for young men, of higher facilities among young ladies for the study of the ancient languages.

The Rev. Dr. Todd, of Massachusetts, delivered an instructive

series of remarks upon the wants and necessities of women in our county, alluding to some errors in her education, and pointing out the dangers which thence arise. Dr. Crosby, of New York, spoke on the proposed department of biblical study in the new course, and gave his views of its importance.

The whole proceedings of this occasion have been published in a pamphlet form by the college, and somewhat widely distributed; copies may at any time be obtained from the president, as it is the wish of the board and faculty that all who desire may freely share with them whatever of benefit may thus be obtained for the great cause of education.

During the remainder of the college year, and until the present time, the all absorbing work of the faculty has been the elaboration and introduction of the new collegiate course. In this work there are many and peculiar difficulties; not only are there the theoretical questions before alluded to, in laying out the scheme for a female college, but when that scheme of studies is framed, the work is only begun. During the first few years, the work must be a progress, a growth; it cannot be fully introduced at once; only by patient, persevering care can so great an endeavor be brought to a complete and successful accomplishment.

All that the board can now do in reporting to your honorable body, is to sketch the general plan which they have adopted, and to show how far during the present year that plan has been carried into operation.

### I. FUNDAMENTAL IDEAS OF THE COURSE.

The first question that presented itself was, what shall be the guiding and governing principles in determining the nature of the course? This question resolves itself into two, viz; what shall be the general degree of culture aimed at, and what specific forms of instruction shall be adopted.

#### 1. *Grade of Female Education.*

This important question is, happily, to the minds of the board, one of comparatively easy solution. If woman was in her very creation designed as a companion and helpmeet to man, there cannot possibly be any righteous grounds for limiting her intellectual development, or fixing it at a lower point than his. This subject was discussed at some length by the president in his Baccalaureate address to the last graduating class, lately published by desire of

the trustees, as expressing their own conceptions. "If it is best for the young man that, by a liberal education, his memory should be strengthened, his reasoning powers disciplined, his judgment matured, his mind enlarged, why is it not best for the young woman also? This is a question for those who differ with us to answer. It is a question that none would seriously ask, were it not that the minds of many are unconsciously swayed by a belief in the essential inferiority of woman. It can only arise from this pernicious error, or from some doubt as to the real advantage of a liberal education—an error and a doubt, both of which should be remanded to the dark ages.

"Generally, then, we would say, there is no reason why woman should be debarred from any portion of the studies common to all liberally educated men."

## 2. *Specific Forms of Instruction.*

The second question that arose for consideration is, what specific forms of instruction should enter into the course of ladies' education? This question is one of exceeding difficulty. Even in the matter of collegiate study for young men, the intellectual world is now resounding with the contest between the advocates of classical and of physical studies. In female education this same controversy is further complicated by the fact that while the degree of culture aimed at should be equal to that of men, there must still be a certain amount of difference in its specific forms. The æsthetic and emotional forms of thought are so marked a characteristic of the mind of woman, and have so great an influence in her actual life, that they require a degree of care and cultivation in any judicious scheme of female education, for which no need is felt in the case of young men. Education implies in its very etymology the development, guidance and adjustment of the mental and moral powers; and hence where these are found to differ in any material respects, there of necessity must there be a corresponding difference in education, as there will be in life.

The problem thus resolves itself into this: to ascertain what kinds and what amounts of the studies of our young men's college can be with advantage introduced into female education; and, also, what modifications should be imposed thereon by the social and intellectual needs of woman, and by the tendency and spirit of the age. In the four brief years of a college course but little can be done in any one department; the main object must be so to intro-

duce the student to the great fields of thought, that in after years he may be able to explore wherever inclination or opportunity may lead him. Thus alone can true scholarship ever be attained; for the man who is ignorant in any one great department of thought is ever limited and crippled by that fact, consciously or unconsciously, whatever may be his opportunities or acquirements in other fields.

The principle adopted as the foundation of our plan, viz: the intellectual equality of man and woman, leads to the necessity for an equal provision for the supply of their intellectual wants; so that the trustees feel that no one of the great departments of thought can be excluded from a definite share in the course proposed in Rutgers Female College.

The view of the president and board is, however, that in seeking a foundation for a scheme of studies, it should be found not in the purely abstract sciences, nor yet in the languages and literature of the past, but in the vast realm of facts, in the disclosures of nature and of history. With these as the basis, the groundwork, there may then be introduced in connection with them the ancient and modern languages, and the studies commonly called disciplinary, the mathematics, together with those lighter and more elegant forms of culture adapted peculiarly to women.

The proposed division of studies in the college is therefore the following:

1. A Professorship of Chemistry and Natural History.
2.           do           Physiology, Hygiene, and Applied Science.
3.           do           Mental and Moral Philosophy.
4.           do           History.
5.           do           Mathematics.
6.           do           Biblical Literature and Christian Evidences.
7.           do           Ancient Languages and Literature.
8.           do           Modern Languages and Literature.
9.           do           Fine Arts.

The fundamental instruction in the realm of facts is thus divided between four Professors, as follows:

#### I. DEPARTMENT OF NATURAL SCIENCE.

This chair will include the regular instruction in Natural Philosophy, Chemistry, Mineralogy, Botany, Zoology and Geology;

to which will be added lectures by other Professors on Physical Geography and Palæontology. The simpler branches are begun at an early day, before entering the College, in the belief that thus the mind can be supplied with facts, on which the higher generalizations of science can be easily engrafted at a later stage in the course. The several departments of these sciences are illustrated by apparatus and cabinets, and by occasional botanical and mineralogical excursions with the Professor and the lady teacher of the class.

## II. DEPARTMENT OF APPLIED SCIENCE, OR HOME PHILOSOPHY.

This new department is designed to meet a deeply felt want in much college instruction, arising from the fact that the science taught in the class-room is not brought into any clear and definite relation with the wants and experiences of actual life. Students thus derive no practical benefit from the information they receive, because it is so disconnected from the sphere of daily experience. Hence there is little interest in the past study, and little retention of it in the mind.

Anatomy, Physiology and Hygiene, are prominent parts of this department, and also culinary science, and the laws of æsthetics, or the scientific principles of taste. In the words of the catalogue, "anatomy and physiology will be taught in such manner and to such extent as may be useful and suitable for young ladies, and will form the foundation of the very important study of hygiene, which includes the laws of health in relation to apartments, care of the sick, dress, diet, exercise, etc. The department of domestic æsthetics is designed to afford scientific information in regard to many familiar articles of use and ornament, as gems, textile fabrics, and various elegant wares and precious substances."

This Professorship is in the hands of a regular physician, familiar with organic chemistry, accustomed to the management of hospitals, and both experienced and successful in medical and surgical practice.

Much to the regret of the President and Board, the pressure of other studies has involved the almost inevitable postponement of the opening of this new department until the next collegiate year. The Professor who has it in charge, however, is preparing his plans for a more full and systematic arrangement of his course than would be possible at the present early day.

### III. MENTAL AND MORAL PHILOSOPHY.

The third class comprises those sciences whose facts and laws are those of the intellectual and moral powers. This department, although like that of natural science, it is by no means new in the institution, is yet expanded and raised to a higher position under the collegiate scheme; and in the charge of its Professor, whose brother, Prof. T. C. Upham, of Bowdoin College, is so widely known as an author in this field, has been opened with much success and promise.

It is needless to dilate upon the importance of these branches of study to the well being both of individuals and of society. Abstruse metaphysics, indeed, may be of value (only) to the philosopher; but the grand facts of our mental constitution, and the moral laws which apply to every character and every life, must be at once recognized as of prime importance.

### IV. DEPARTMENT OF HISTORY.

The last of the professorships in the great world of facts is that of ancient and modern history. The belief is strong in the minds of the board and faculty that this is a branch of college instruction which has not been adequately estimated. In the formation of history both man and nature take part, so that in order to understand aright its mighty and precious labors the student should have some familiarity both with physical facts and with moral laws. The hand of divine providence, moreover, guiding the course of the ages, partly through natural laws and partly through human freedom, onward in a ceaseless progress and development toward truth, and liberty through the truth, gives the mind many of its loftiest and most ennobling conceptions.

### V. DEPARTMENT OF MATHEMATICS.

Intimately associated with many of the physical sciences is the study of mathematics, which has also great value in training the mind to accurate thought and careful reasoning. It is felt, therefore, that this is a department which is indispensable to a liberal education, and deserves its full share in the course of studies. At the same time the board are free to declare that for many reasons they feel unwilling to require that laborious and extended mathematical study which has frequently been recommended and pursued. Here comes in one of the modifications which, in their opinion, the nature of the female mind makes requisite. There is



less tenacity of grasp, although more quickness of conception, in woman; and hence to her the study of high mathematics is frequently one of extreme and injurious labor, with but slight resulting advantage, from the very nature of her powers. On this point the faculty have the opinion of Dr. Charles E. West, for many years Principal of Rutgers Institute, in his instructive paper read before the meeting in April; in which he expresses his belief that the attempt to enforce high mathematics as an unwarying element in the studies of women, has been unhappy and unwise, and recommends that provision be made in regard to these studies for the capacities of different minds.

Acting on their own convictions, and strengthened by the views of so able and experienced a mathematician as Dr. West, the President and Board of Rutgers have resolved to make trigonometry the limit of required study, while at the fourth year they provide instruction in analytical geometry and the calculus for any who may desire.

#### VI. BIBLICAL STUDIES.

The next chair is that of what may be termed Sacred Literature, comprising Biblical geography, the literature of the Bible, and the Evidences of Christianity. The Trustees have been much influenced and aided at this point by the essay of Prof. Tayler Lewis, on the Bible in Liberal Education. They believe with him that a familiarity with the Scripture "is a branch of knowledge too high in its claims, whether true or false, too wide in its bearings, whether historical or religious, too deep in its intimate connection with all that is deepest in our nature, to be ignored in any scheme of education, whether liberal or restricted. One cannot be called a truly educated man who is ignorant of the Bible. Whatever else he may lay claim to—whatever may be his position in society or the nation—if he is unfamiliar with the Scriptures—if he is a stranger to their history—if he knows little or nothing of the wide and peculiar literature that they have created in the world—he is an uneducated man. He lacks acquaintance with some of the most important constituents of human thought. He is a child; yea, inferior to some children, in respect to a knowledge which has done more than all other intellectual causes to affect the thinking of the race, and to deflect the spiritual course of the world's history."

This department of study, it is believed, will also tend to illustrate in the highest manner all the others, history, literature,



science. Founded as our course is upon the study of nature, should also embrace the study of revelation. As another American scholar has most truly said, "education consists rather in forming than in informing; and its two chief instruments are, not the wisdom of man, nor classical literature, but God's works and God's book. Science without revelation is of doubtful value; revelation without science is not seen in its fullness."

## VII. ANCIENT LANGUAGES AND LITERATURE.

The question of introducing the ancient classics into female education is one that gave rise to much discussion and reflection. The too exclusive pursuit of these branches in many of our own colleges and especially in the English universities, has led to a very earnest uprising of popular sentiment in both hemispheres to protest against this error, and to claim for modern languages, and especially for the sciences of nature, the place which they deserve. This protest has found its fullest and most recent expression in the able and weighty address of Mr. Robert Lowe, before the Edinburgh Philosophical Institution, in which the argument is presented with conclusive force against the English university system, of studying the languages, literature, geography, and mythology of past ages, to the exclusion of the literature, science, and even geography, of the present day. But these arguments have far less force in our own country than they have abroad, for the reason that American colleges have never been so narrow and restricted in their course, and that therefore what they have been charged with lacking in high classical attainment has been more than made up in general breadth of culture. Even Mr. Lowe would by no means banish the ancient literature from the university course; he would only give an equal distribution of time and care to all the great departments of thought.

On the other hand, there is danger that this anti-classical reaction may, as reactions so often do, exceed the bounds of wisdom. Fearing this result, there have not been wanting able and eloquent advocates to rise up and plead in behalf of classical studies. Nor are these the men that are wedded to old systems of thought and practice. No less earnest and advanced a leader of modern progress than Mr. John Stuart Mill, the fearless reformer and the accomplished scholar, has in his late masterly address urged the high value of ancient literature as a part of general education, in the following weighty words. "If there were no more to be said

than that scientific education teaches us to think, and literary education to express our thoughts, do we not need both? Is not any one but a poor fragment of humanity, who is deficient in either of these powers; we are not obliged to ask ourselves whether it is more important to know the languages or the sciences. Short as life is, and shorter still as we make it by things that are neither business, nor meditation, nor pleasure, we are not so badly off that our scholars need be ignorant of the laws and properties of the world that they live in, nor our scientific men destitute of poetic feeling and artistic cultivation."

But it is urged that the modern languages, which are of more immediate and apparent utility, can supply equally well the same culture of taste and discipline of thought. This argument has been well met by the same able man in the address just referred to, on the following grounds. The modern languages can be studied at any time, by contact even with the peoples that use them; while the Latin is the key to all the tongues of Southern Europe, as well as an important part of our own English speech. Nor can the same cultivation of taste be with certainty gained from modern literature. "In purely literary excellence, in perfection of form, the pre-eminence of the ancients is not disputed. In every department which they attempted, and they attempted all, their composition, like their sculpture, has been to the greatest modern artists an example to be looked up to with hopeless admiration; but yet of inestimable value as a light on high, guiding their own endeavors." This view has respect, not indeed of substance, but form; to that terseness, that elegance, that exactness of diction, which certainly cannot be called the tendency of modern writers, save in rare and shining examples.

In addition to these purely literary considerations, there is also the great and decisive fact that some knowledge of the ancient tongues is indispensable to any real understanding or enjoyment of the natural sciences. Herein is the great error of attempting to banish classics from our colleges, in favor, as it is said, of science. The Board need not dwell upon this point, after the clear and forcible presentation of it made by Dr. Martin, at the recent University Convocation. In a college like Rutgers, therefore, which bases its course upon the facts of science, the classics must of necessity have a place, if classification and nomenclature, the very language of science, are not to be obstacles and burdens to the

Nor have the trustees been insensible to the closing consideration in the valuable essay just referred to ; wherein the close relation of the ancient tongues to the Christian revelation, is urged as a ground for their cultivation. The New Testament is chosen as the limit of required Greek in Rutgers Female College ; although it is hoped that in the Senior year many may avail themselves of the optional course to study higher Greek authors ; but so long as this language shall embody the revelation of the Gospel, so long in the words of the same essay, "it would seem ungrateful and unhappy, perhaps also unwise and unsafe, to divorce our system of education from the studies which contain the world's greatest means of moral culture."

Classical study, it is believed, could be made far more attractive than it frequently is, by the free use of illustrative apparatus and cabinets of archæology. It is the desire and purpose of the professor in this department, to gather together into a collection whatever may serve to illustrate this subject of classical antiquities, and thus to familiarize the students with the best and most interesting aspects of actual life in the ancient world. In this way a large amount of information may be imparted, not only without labor, but with greatly increased interest, and thus an important economy would be effected both in time and labor.

#### VIII. DEPARTMENT OF MODERN LANGUAGE.

While classics are thus determined upon as a part of the regular course, the general sentiment in favor of the modern languages, and the great practical utility which they possess, have led to the provision of ample facilities for instruction in them also. The plan adopted is to commence very early in the preparatory course, with oral instruction ; and thus, in what is believed to be truly the method of nature, to familiarize the pupil with the spoken language, before introducing the laws and theories of grammatical structure. These are taken up in the college, together with the reading of authors, German and French. The study of German is optional, while that of French is required ; and during the closing years these languages may take the place of classics, at the option of the student or her parents. In the Senior year it is designed to combine these languages with the scientific department, through the reading of selections from Continental journals of natural history, physics, and archæology. The professor of Natural science will thus be enabled to introduce the students directly to

the latest European discoveries and investigations, while at the same time they will become acquainted with the actual course of one great department of contemporary literature.

#### LEGAL AND POLITICAL INSTRUCTION.

The advantage of introducing legal and political instruction into the education of young ladies, is a question concerning which there is some diversity of views among the friends and trustees of the college. The importance of a knowledge of the principles of government, and especially of the structure of our own republic, for those who shall be the mothers of the next generation, has been brought forcibly before the board by several eminent and able advisers. The letters of the Hon. Emory Washburn and of Prof. Pomeroy, of the New York University, published in the Proceedings of the Inauguration of the College, are full of weight and of interest. This subject, however, in its fullness, is held under advisement for the present, but provision has been made for lectures in the Senior year, on the relations of women to the law, and the various practical points of importance which depend on these relations. This course is one which cannot fail, it is thought, to be of real and lifelong advantage.

#### DEPARTMENT OF ART.

The aim of the Trustees in reorganizing and enlarging this department is twofold, viz : first, to give to all students in Rutgers College some acquaintance with the simpler forms of elegant art, and also to provide for all who may desire to perfect themselves as artists, the best opportunities that can be obtained. Recognizing the great advantage of an art school as a means of affording employment to women, and believing that the establishment of a new one in the city of New York need not at all interfere with the work of the existing School of Design for Women on the noble foundation of the Cooper Union, they have secured the aid of the honored President of the National Academy in organizing the course, and the personal services of Mr. F. B. Carpenter to superintend the actual instruction.

In the required course of the College, outline drawing is to form a regular part; while the higher drawing and painting are to form a separate department for special students of the arts of design. A valuable feature in this course is to be a series of lectures to the Senior class of the college and to the students of the

art department, on the moral function and mission of fine arts, subject of the highest interest as well as importance, and one that has been sadly overlooked and ignored. The history and literature of art will also form the basis of lectures in the regular college course.

The interest on a sum of \$20,000 is now at the disposal of the board for the use of this department. The principal is also promised by the kind donor, who wishes his name to remain at present unknown, if within five years \$30,000 can be added to it, as a permanent art fund for the college.

#### ENGLISH DEPARTMENT.

The subject of English literature has long been much studied in Rutgers's Institute, and will continue an important department in the college. The history of literature is pursued very fully in the Junior and Senior years, both by text-books and also by lectures. Rhetoric is studied in the Sophomore year, and English composition all through the course. This most important exercise is designed to be made especially prominent, and the recent organization of a literary society among the alumnae of the college, in connection with the Senior class, it is hoped will prove of high advantage in this respect. (No particular instruction is given in elocution, as it is believed that public speaking and public appearance are not the true sphere of woman in society.)

#### INSTRUCTION BY MEANS OF LECTURES.

The greatness of the number of subjects to be treated of in the college course has led to the adoption of plans by which, in addition to the corps of professors proper, the institution may secure the benefit of regular instruction at certain times by gentlemen not actually resident at or connected with the college (but associated with other institutions). By this method the students receive valuable opportunities which they could not otherwise obtain. The work of these professors will, of course, be mainly by lectures, as is also a considerable part of the instruction of the regular faculty; and it is believed that by judicious arrangements in this respect, a great economy of time may be effected in study. The plan pursued is thus described in the catalogue :

"In order to secure a full and accurate understanding of these lectures, without the tedious labor of writing them all in full, the plan adopted is to place in the hands of the students, before each lecture, a concise and careful summary of it, which each scholar is

to copy. The class then enter the room with a general view of the subject in their minds, and are able to give their undivided attention, without the interruption and confusion of thought caused by the constant effort to write and to listen at the same time. This plan has been already tried, and is found to secure great attention and interest, and a good command of the subject taught."

#### ACADEMIC AND PREPARATORY SCHOOLS.

When Rutgers Female Institute was founded, the plan on which it was arranged was that of three successive departments, Preparatory, Academic and Collegiate, covering the whole period of education upward from the very beginning. This system has been found so advantageous, as imparting unity and steady succession to the course of instruction, the higher education is found so to rest upon and grow out of the lower, that in arranging the new college no design has been entertained of abolishing these lower departments, or of altering them at all, save in so far as may be needed to adjust them in a few particulars to conform to the college course.

The branches taught to these lower classes are those which ordinarily pertain to primary, common and high school instruction. Natural history and the modern languages, as well as English composition, receive early attention; besides the outlines of history, English grammar, geography, arithmetic, Latin, etc.

The general plan on which the instruction is arranged in Rutgers, is the following : At the head of each main department is a gentleman professor, who determines and superintends the studies of his department, delivers lectures, and hears recitations in the higher classes. As his adjuncts, ladies are employed, who have a greater amount of personal intercourse with the students, and conduct the chief part of the actual instruction in connection with text-books. In those departments which pertain not only to the college, but also to the preparatory and academic years, and in which therefore, the supervision of the head of the department extends over a long course, the term *rector* is used, to distinguish these professors from those whose instruction is limited to the college alone. The term *lecturers* is applied to those gentlemen who are not identified with the permanent faculty, and whose work, although part of the regular course, consists wholly in certain lectures.



*Trustees, and Faculty of the College.*

## TRUSTEES.

Rev. Joseph P. Thompson, D. D., Chairman, 32 West Thirti-  
sixth street.

C. Cheney, A. M., Secretary, 145 West Forty-ninth street.

J. B. Burgess, Treasurer, 273 West Thirty-third street.

Edwards Hall, M. D., 336 Fourth avenue.

William Bushnell, Rutgers Female College.

Hon. H. H. Van Dyck, U. S. Sub-Treasury, Wall street.

Hon. William A. Darling, 9 East Forty first street.

Jeremiah Burns, 174 West Fortieth street.

Rev. Stephen H. Tyng, Jr., 117 East Forty-third street.

Moses Chamberlain, 111 West Forty-second street.

James Hyatt, Rutgers Female College.

S. M. Styles, 48 West Fifty-second street.

A. V. Stout, 269 Broadway.

Rev. Henry G. Weston, D. D., 683 Lexington avenue.

G. Warren Geer, Westchester county.

Henry M. Pierce, LL.D., President of the College.

## FACULTY.

Henry M. Pierce, LL.D., President.

## RECTORS.

James Hyatt, A. M., Department of Natural Science.

M. M. Marsh, M. D., Department of Applied Science.

John Lord, LL.D., Department of Ancient and Modern History.

Rev. Asa S. Colton, A. M., Department of Mathematics.

## PROFESSORS.

Francis W. Upham, A. M., Department of Mental and Moral  
Philosophy.

Rev. Joseph P. Thompson, D. D., Rev. Stephen H. Tyng, Jr.,  
Department of Biblical Literature and Evidences of Christianity.

Daniel S. Martin, A. M., Department of Ancient Classics.

Daniel Huntington, P. N. A., F. B. Carpenter, N. A., Depart-  
ment of Fine Arts.

## LECTURERS.

Arnold Guyot, LL.D., Physical Geography.

J. S. Newberry, M. D., Palæontology.

Benjamin N. Martin, S. T. D., Moral Functions of Art, English  
Literature.

John Norton Pomeroy, LL.D., Legal Relations of Woman.

LADY INSTRUCTORS.

Miss Sarah Hazeltine, Principal in charge of the Junior and Senior Classes.

Miss Mary J. Mackie, Miss Elizabeth H. Thurston, Assistants, in charge of the Sophomore and Novice Classes.

Madame Matilda H. Kriege, German Language.

Mademoiselle E. C. Subit, French Language.

Miss Maria A. Case, Miss Annie Thurston, Vocal and Instrumental Music.

Mrs. C. B. Coman, Drawing and Painting.

Miss Sarah E. Scott, Principal of the Academic and Preparatory Departments.

Miss Ellen Scott, Miss Alice D. Gale, Assistants.

*Present State of Instruction.*

The course described in this report is as yet only partially in operation. Nevertheless it has been begun, and will as rapidly as possible be carried to a full completion.

The Senior Class of 1868 have been engaged in the following studies since the opening of the college year :

Geometry (Davies' Legendre) completed, with the President.

Mental Philosophy (Upham) with Professor Upham.

Roman History (Lord) with Miss Hazeltine.

History of Literature (Schlegel's Lectures) with Miss Hazeltine.

They have also commenced the study of Greek with Professor Austin, and have attended regularly the lectures on Roman and Mediæval History by Professor Lord, and on Christian Evidences by Professor Thompson.

The Junior Class have commenced the study of Latin Grammar with Miss Thurston, and have attended the lectures of Professor Austin on Chemistry, and of Dr. Lord on Roman and Mediæval History. They have studied Professor Cleaveland's English Literature of the Nineteenth Century, Sadler's Translation of English Literature, French, and Davies' Legendre's Geometry ; together with completing Algebra, the text-book used being Greenleaf's.

The Sophomore class have studied with Miss Mackie in Greenleaf's Algebra and Cleaveland's History of English Literature ; with Miss Thurston in Latin Grammar, and with Mad'lle Subit in French, besides attending lectures on Natural Philosophy by Professor Hyatt, and studying Professor Dwigths' Ancient Mythology.



The Novian class have commenced Latin with Miss Thurston, and Algebra (Loomis') with Miss Mackie. They have also studied Botany (Gray's Object Lessons), and attended Professor Hyatt's lectures on the same subject, together with studying Peck's Natural Philosophy and French Grammar.

The following is the course of studies as published in the Catalogue for 1867-8 :

FIRST COLLEGIATE YEAR.

*First Term.*

FIRST QUARTER.

|                          |                                |
|--------------------------|--------------------------------|
| Algebra .....            | To Quadratics.                 |
| Latin .....              | Grammar.                       |
| French .....             | Colloquial.                    |
| German (optional) .....  |                                |
| Natural Philosophy ..... |                                |
| English .....            | Literature.                    |
| Botany .....             | Analysis of Flowers commenced. |
| Art .....                | Outline Drawing.               |

SECOND QUARTER.

|                           |                  |
|---------------------------|------------------|
| Geometry .....            | Commenced.       |
| Greek .....               | Grammar.         |
| French .....              | Readings.        |
| English .....             | Literature.      |
| Natural Philosophy .....  | With Lectures.   |
| Art .....                 | Outline Drawing. |
| Cabinet of 450 specimens. |                  |

*Second Term.*

THIRD QUARTER.

|                          |                     |
|--------------------------|---------------------|
| Algebra .....            | Continued.          |
| Latin .....              | Grammar and Reader. |
| French .....             | Colloquial.         |
| German (optional) .....  |                     |
| Chronology .....         | Ancient.            |
| Natural Philosophy ..... | Continued.          |
| Art .....                | Outline Drawing.    |

FOURTH QUARTER.

|                           |                             |
|---------------------------|-----------------------------|
| try .....                 | Continued.                  |
| .....                     | Grammar and Reader.         |
| .....                     | Readings.                   |
| .....                     | Literature, completed.      |
| Philosophy.....           | Completed, Lectures.        |
| .....                     | Floral Analysis, completed. |
| .....                     | Outline Drawing, completed. |
| Cabinet of 500 specimens. |                             |

SECOND COLLEGIATE YEAR.

First Term.

FIRST QUARTER.

|                   |             |
|-------------------|-------------|
| a .....           | Completed.  |
| .....             | Cæsar.      |
| .....             | Colloquial. |
| 1 (optional)..... |             |
| ic .....          |             |
| try .....         | Inorganic.  |
| ogy .....         | Dwight.     |

SECOND QUARTER.

|                           |                |
|---------------------------|----------------|
| try .....                 | Continued.     |
| .....                     | Readings.      |
| .....                     |                |
| ic .....                  | Completed.     |
| y .....                   | Mollusca.      |
| try .....                 | With Lectures. |
| Cabinet of 550 specimens. |                |

Second Term.

THIRD QUARTER.

|                   |                                |
|-------------------|--------------------------------|
| ry .....          | Continued.                     |
| .....             | Arnold's Prose, Cæsar or Livy. |
| .....             | Colloquial.                    |
| 1 (optional)..... |                                |
| logy .....        | Modern.                        |
| try .....         | Organic.                       |
| y .....           | Articulata.                    |

FOURTH QUARTER.

|                           |                     |
|---------------------------|---------------------|
| Geometry . . . . .        | Completed.          |
| Greek . . . . .           | N. T., or Xenophon. |
| French . . . . .          | Readings.           |
| Botany . . . . .          | Classification.     |
| Zoology . . . . .         | Vertebrata.         |
| Chemistry . . . . .       | With Lectures.      |
| Cabinet of 600 specimens. |                     |

THIRD COLLEGIATE YEAR.

*First Term.*

FIRST QUARTER.

| Required Studies.            | Optional Studies.         |
|------------------------------|---------------------------|
| Trigonometry.                | Latin, Arnold, Virgil.    |
| French.                      | German.                   |
| Logic.                       | Philosophy of Literature, |
| Biblical History, Lectures.  | Schlegel.                 |
| Home Philosophy, Lectures on | Practical Chemistry.      |
| Anatomy.                     |                           |

SECOND QUARTER.

|                              |                           |
|------------------------------|---------------------------|
| Astronomy.                   | Greek, Herodotus.         |
| French.                      | German.                   |
| Logic, completed.            | Philosophy of Literature, |
| Mineralogy.                  | Schlegel.                 |
| Biblical History, Lectures.  | Zoology, continued.       |
| Home Philosophy, Lectures on |                           |
| Anatomy.                     |                           |

Cabinet of 650 specimens.

*Second Term.*

THIRD QUARTER.

|                               |                        |
|-------------------------------|------------------------|
| Trigonometry, completed.      | Latin, Arnold, Horace. |
| French.                       | German.                |
| Moral Science.                | Practical Chemistry.   |
| History, Ancient.             | Zoology, completed.    |
| Geology, Aqueous and Igneous  |                        |
| Rocks, Lectures.              |                        |
| Biblical Geography, Lectures. |                        |
| Home Philosophy, Lectures on  |                        |
| Physiology.                   |                        |

FOURTH QUARTER.

Required Studies.

Optional Studies.

y, completed.

Greek, Homer.

German.

ience.

History of Scientific Discovery,

Modern.

Lectures.

Fossiliferous Rocks,

Botany, Floriculture.

es.

geography, Lectures.

ilosophy, Lectures on

logy.

Cabinet of 700 specimens.

FOURTH COLLEGIATE YEAR.

*First Term.*

FIRST QUARTER.

hilosophy.

Latin, Tacitus, Cicero.

Analogy.

French or German.

s of Christianity, Lec-

Analytical Geometry.

Botany, Herbarium.

ory and Literature of,

Geology, continued.

es.

ilosophy, Lectures on

le.

SECOND QUARTER.

hilosophy.

Greek, Sophocles or Æschylus.

Analogy.

French or German.

s of Christianity, Lec-

Analytical Geometry.

Geology, completed.

tures.

Physical Geography, Guyot's.

ilosophy, Lectures on

Earth and Man.

ne.

Cabinet of 750 specimens.

*Second Term.*

THIRD QUARTER.

hilosophy.

Latin, Cicero, Christian Poets.

Literature.

French or German.

ral Functions of, Lec-

Calculus.

Scientific Readings, Dumas,

and American Litera-

Boussingault, Liebig in

Lectures.

the original, etc.

## Required Studies.

## Optional Studies.

Relation of the Mineral, Vegetable and Animal Kingdoms, Lectures.

Home Philosophy, Lectures on Remedial Agents.

## FOURTH QUARTER.

Mental Philosophy.

Greek, Plato.

Biblical Literature.

French or German.

Legal Rights of Women, Lectures.

Calculus.

Herbarium and Cabinets.

Home Philosophy, Lectures completed.

Scientific Readings.

Cabinet of 800 specimens.

## OPTIONAL STUDIES.

The arrangement of studies laid down in the curriculum will be seen to embrace certain required branches, and also certain optional studies, adapted, it is hoped, to the diversities of capacity and of disposition. These diversities are too important to be neglected; and the attempt to train minds of different constitution in precisely the same manner, is most unhappy in its results. For the first two years nearly all the studies are regular and required, while in the third and fourth years, only a portion of them are designed to be pursued by the class. These required studies will embrace about one-half of the time occupied by the college hours. The remaining hours are to be employed in certain of the optional branches, selected in each individual case, according to circumstances, disposition, and taste, though always under the direction of the Faculty. The higher forms of classics, of mathematics, and of physical science, are among these optional branches; and it is hoped that in this method, students may be spared from excessive labor in departments for which they have no natural aptitude.

In adjusting the course of each student, care will be taken that the actual amount of work required shall be the same in all applicants for the full degree. The difference is, therefore, not in the amount of effort required, but only in the kind; it is a qualitative, and not a quantitative difference; so that if one course is easier than the other, it is so only through mental organization, and not at all through a lower grade of scholarship.

**STANDING AND PROFICIENCY OF STUDENTS.**

The subject of standing and of incentives to study, has long received the very earnest thought of the President and Trustees of Rutgers; and now, in organizing the new Collegiate scheme, they are prepared to embody therein the results of their experience and deliberation.

Whatever may be the methods best adapted to young men, there is felt to be a wide and important difference in the case of young ladies. So delicate is the sensibility of the female mind, and so serious is the evil of injuring or of exciting it, that any system of individual prizes, and of personal competition, is felt to be deeply unhappy. It is, moreover, liable to unfairness; as many minor circumstances, wholly remote from the care and faithfulness of the student, may exercise an important influence in determining individual rank.

The whole system of medals and prizes, has therefore been discarded in this institution; and the incentives to study held forth to the pupils are of a more general and more permanent character.

The standing of the students is determined by a system of marks, ranging from ten for a perfect exercise to zero for a total failure. During the undergraduate years a monthly report is furnished to the parent or guardian.

There are four grades of scholarship in the institution, which are adjusted as follows :

I. The First Grade of Honor embraces those who take one of the regular courses in full, and whose standing and examinations are first-class.

II. The Second Grade of Honor embraces those who take a full course, but whose standing and examinations are less perfect.

III. The Third Grade of Honor embraces those who do not take a full course, but omit certain branches of study; and also those full-course students whose standing and examinations are partially, though not wholly, defective.

IV. The Fourth Grade comprises those who fail to maintain the requisite scholarship, whether in the full or the partial course.

At the close of each year, all the undergraduate students of the first three grades, will be advanced regularly to the next class. Any one who falls below the third grade will not be permitted to advance with her classmates.

In the Senior class, the graduates of the first grade receive the

full College Degree, corresponding to that of Bachelor of Arts, with the highest honor.

The graduates of the second grade receive the same degree, but not with the highest honor.

Graduates of the third grade receive a special or partial diploma, stating their proficiency in certain specified branches.

Fourth grade students are not entitled to any diploma, and must either leave the college without one, or study another year.

The grade of each alumna is not made public at commencement, but is preserved in the records of the college, and may be ascertained by inspection.

Some few students in the Senior class have availed themselves of the opportunities announced in the catalogue for an optional study of the classics. One has read in the Odes and Epodes of Horace, and the Greek Testament, together with Arnold's Latin Prose Composition ; while another has read in Cæsar's Gallic War -

*Number of Students.*

The number of students at present under instruction is 212 distributed as follows:

|  |       |
|--|-------|
| Senior Class.....                      | 2     |
| Junior Class.....                      | 2     |
| Sophomore Class.....                   | 3     |
| Novian Class.....                      | 2     |
| Sub-Novian or Introductory Class ..... | 16    |
| Academic Department.....               | 48    |
| Preparatory Department .....           | 47    |
|  | <hr/> |
|  | 212   |
|  | <hr/> |

*Terms.*

The charge for tuition in the college is \$200 per annum, save in the Senior year, when, in view of various expenses attendant upon graduation, the rate is \$250. An annual charge of ten dollars, for incidental expenses, is added to these rates, beyond which there are no extra amounts for any branches of instruction in the full college course.

The Academic Department is \$150 a year, and the Preparatory \$100, with the incidental charge as above mentioned.

Board, which is furnished in the college building, involves a wholly separate charge of \$500 per year for all ordinary family expenses.

*Degrees.*

The college will confer upon all its regular graduates, i. e., those who take the full course laid down in the curriculum, a degree corresponding to that of Bachelor of Arts. The precise title and form of this degree have not yet been decided fully, but are to be determined by the Advisory and Executive Boards of Trustees.

*College Property.*

The institution at present occupies the building known as Nos. 487, 489 and 491 Fifth avenue, fronting on the Distributing Reservoir. These accommodations, however, are too limited for the wants of the college under its new organization, and a new and more ample location is very desirable.

In view of the constant upward growth of the city, also, and of the fact that the present patronage of the college is largely in the upper portion of the city, and even towards Harlem, etc., it has been deemed advisable to prepare decidedly for a removal, in the course of a few years, to some place where ample buildings may be erected, surrounded by a certain amount of grounds. A favorable opportunity has presented for securing, on what is known as the Watt estate, a property bounded by 117th and 119th streets and Ninth and Tenth avenues, in all 128 lots. This ground presents a steep hill toward the east and north, on which the new college edifice is to be erected, fronting on the park which the Central Park Commissioners are about to lay out on Ninth avenue.

In the coming spring this land is to be laid out under the direction of Messrs. Olmstead and Vaux, and preparations begun in view of an ultimate removal. The hill possesses an historical interest from its revolutionary memories, which, although much obscured and amounting to little more than traditions, it is yet the hope of the President and Board to investigate and record.

*Observatory.*

An astronomical observatory on this hill is one part of the plan of the new college. There is no reason why the city of New York should remain without a fine and complete observatory, when many younger and less important cities are providing themselves with buildings and apparatus equal to those of the old world. The hill belonging to Rutgers College offers admirable facilities for the erection of such a building, and the trustees hope that it will not be long before Rutgers Observatory shall be an honor to



the institution and to the city. They are happy to announce that a generous friend has offered them the sum of \$50,000 for this purpose, provided a like amount is furnished from other sources.

*Financial Condition.*

|   |             |
|---|-------------|
| Value of present buildings.....                       | \$150,00    |
| Value of library and apparatus.....                   | 3,50        |
| Value of cabinets of natural history and numismatics, | 1,50        |
| Value of newly purchased land.....                    | 150 00      |
| Art fund.....   | 20,00       |
|   | <hr/>       |
|   | \$325,00    |
|   | <hr/> <hr/> |
| Mortgages on present buildings .....                  | \$53,00     |
| Mortgages on newly purchased land.....                | 64,00       |
| Floating debt .....                                   | 3,00        |
|   | <hr/>       |
|   | \$120,00    |
|   | <hr/> <hr/> |

*Scholarship Fund.*

In order to place the Institution on an improved basis, and to gain funds for the erection of the new buildings, it has been determined, by resolution of the Board of Trustees, to issue a limited number of scholarships for the several departments of the college at the following discount upon the regular rates, to wit:

For a full college course of four years, \$500; the regular rate being \$850.

For a full academic course of four years, \$400; the regular rate being \$600.

For a full preparatory course of four years, \$250; the regular rate being \$400.

In conclusion, the Board would say, that in ceasing to report to the Regents as an Institute, and commencing to report as a College, they feel hopeful and encouraged at the prospect before them. The work to be done is indeed a great one; but with the blessing of Providence, it will be one of success and usefulness.

The above report is respectfully submitted on behalf of the Board of Trustees.

H. M. PIERCE, LL. D., *President.*

JOSEPH P. THOMPSON, D. D.,

*Chairman of the Board.*

## MEDICAL COLLEGES.

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### XX. COLLEGE OF PHYSICIANS AND SURGEONS IN THE CITY OF NEW YORK.

*To the Regents of the University of the State of New York:*

The Trustees of the College of Physicians and Surgeons in the city of New York, in compliance with a regulation of the Regents, submit the following report for the last collegiate year, ending on the 30th day of November, 1867, containing a just and true statement of facts, showing the progress and condition of said college during said year, and at the close of said year in respect of the several subject matters following, viz:

#### *1. Number and Description of Professorships.*

1. Anatomy.
2. Physiology and Microscopical Anatomy.
3. Chemistry.
4. Pathology and Practice of Medicine.
5. Principles and Practice of Surgery.
6. Obstetrics and Diseases of Women and Children.
7. Clinical Medicine.
8. Materia Medica.
9. Venereal Diseases.
10. Psychological Medicine and Medical Jurisprudence.

#### *2. Trustees, Faculty and other College Officers.*

##### TRUSTEES.

|                              |                          |
|------------------------------|--------------------------|
| Edward G. Ludlow, M. D.      | George W. Wright.        |
| Joseph Delafield, President. | Hon. F. A. Conkling.     |
| Floyd Smith, Treasurer.      | Charles Henschel, M. D.  |
| Richard M. Blatchford.       | Washington Murray.       |
| Edward Delafield, M. D.      | Henry Chauncey, Jr.      |
| John P. Crosby.              | Rev. Sullivan H. Weston. |
| Gurdon Buck, M. D.           | William Betts.           |
| Daniel D. Lord.              | Talbot Olyphant.         |

|  |                           |
|--|---------------------------|
| James W. Beekman.                        | John Torrey, M. D., LL.D. |
| Benjamin R. Winthrop.                    | Benjamin Ogden, M. D.     |
| Edward L. Beadle, M. D., Vice-President. | Cambridge Livingston.     |
| Isaac Wood, M. D.                        | Jared Linsly, M. D.       |
|  | John J. Crane, M. D.      |

## FACULTY.

The faculty of said college, including all persons charged with the duty of giving public instruction therein during said year, consisted of a president, vice-president, one professor for each of the professorships enumerated in the preceding article, except the professorships of Materia Medica and Psychological Medicine and Medical Jurisprudence, (for each of which branches a lecturer has been appointed,) an Adjunct Professor of Surgery, and a Demonstrator of Anatomy. The names of the several persons holding offices and places in said college during said year, with the offices held by them respectively, and the salary or annual compensation for official services allowed to each of them, were as follows:

- Edward Delafield, M. D., President. None.  
Edward L. Beadle, M. D., Vice-President. None.  
Henry B. Sands, M. D., Anatomy. Fees.  
John C. Dalton, M. D., Physiology and Microscopical Anatomy. Fees.  
Samuel St. John, M. D., Chemistry. Fees.  
Alonzo Clark, M. D., Pathology and Practice of Medicine. Fees.  
Willard Parker, M. D., Principles and Practice of Surgery. Fees.  
T. G. Thomas, M. D., Obstetrics and Diseases of Women and Children. Fees.  
J. T. Metcalfe, M. D., Clinical Medicine. Fees.  
James W. McLane, M. D., Lecturer on Materia Medica. Fees.  
Freeman J. Bumstead, M. D., Venereal Diseases.  
D. Tilden Brown, M. D., Lecturer on Psychology, Medicine and Medical Jurisprudence. Fees.  
T. M. Markoe, M. D., Adjunct Professor of Surgery. Fees.  
Erskine Mason, M. D., Demonstrator of Anatomy. Fees.  
Gurdon Buck, M. D., Registrar. None.  
Floyd Smith, Esq., Treasurer. None.  
H. B. Sands, M. D., Curator. None.  
G. M. Smith, M. D., Librarian. None.  
Thomas Denham, Clerk. Salary.

### 3. *Number of Students.*

The whole number of matriculated students, undergraduates, attending the regular course of instruction during said year, was three hundred and five (305). The number of graduates at the annual commencement in March was seventy-seven (77), and at the fall commencement fifteen (15); total ninety-two (92).

### 4. *Classification of Students.*

The students of the college are not classified.

### 5. *College Terms or Sessions.*

There is only one term or session in each year in said college for the sub-graduate course, which commenced this year on the 14th of October, 1867, and will terminate the first week in March, 1868.

In addition to the regular course of instruction a summer session has been established in the college, the course of instruction comprising a series of didactic lectures on special subjects in medicine and surgery, and the regularly appointed college clinics. The course will continue from the 1st of April to the 1st of October, with an interval of ten weeks during the months of July, August, and the early part of September.

The following is a list of the lecturers and their subjects :

Cornelius R. Agnew, M. D., Diseases of the Eye and Ear.

Fessenden N. Otis, M. D., Diseases of the Genito Urinary System.

William H. Draper, M. D., Diseases of the Kidney.

James L. Little, M. D., Operative Surgery and Surgical Dressing.

James W. McLane, M. D., Physical Diagnosis.

### 6. *Mode of Instruction.*

The mode of instruction in said college is that of public lectures by the several professors on the subject of their respective professorships. Several of the professors examine the members of their class on the subject of the preceding lecture, which is designed rather as a means of instruction than as a test of the acquirements of the student.

Candidates for degrees are required to submit to an examination by the professors, in the presence of a committee of five medical members of the board of trustees, appointed yearly for the purpose; and said committee, in conjunction with the professors, thereupon decide respecting the qualifications of each candidate.

### 7. *Discipline.*

There are no established rules of discipline. General propriety and decorum are observed.

### 8. *Gratuitous Aid.*

Gratuitous students are not admitted by us of right, but students of theology and missionaries are allowed to attend all the lectures.

Indigent medical students are admitted under peculiar circumstances on easy conditions. The matriculation fee of five dollars, which is the property of the college, is required of all the students, excepting such as have already paid for three matriculation tickets.

### 9. *Statutes and By-laws of the College.*

The by-laws and regulations of the college are those approved by your honorable body on the 21st of February, 1864.

### 10. *Description and Value of College Property.*

The college building is under a lease to the college, with the privilege of purchasing the same, at or before the expiration of fourteen years, from the 1st day of November, 1857. The college has advanced toward the purchase money the sum of nine thousand one hundred and seven dollars and fifty cents, which is the net proceeds of the building in Crosby street, formerly owned by the college. The building, situated on the northeast corner of 23d street and 4th avenue, is sixty-four feet in width on 23d street, by ninety-eight feet six inches in depth on 4th avenue. The lower story is rented out for stores. The upper stories contain all the requisite accommodations for the different departments of instruction. The building and ground pertaining to it may be valued at cost—say \$90,000.

1. The college library contains about twelve hundred volumes, valued at \$1,500.

2. The college possesses a valuable cabinet of *Materia Medica*, the gift of the late Professor John B. Beck and Dr. J. Smythe Rogers, and other donors; also, anatomical preparations, wax and plaster casts and drawings, and the value of which, with the cabinet of *Materia Medica*, is not less than \$3,500.

### 11. *Other College Property.*

The college possesses in trust forty shares of stock of the United States Trust Company, valued at \$4,000, - donated by the late

**Jacob Harsen, M. D.**, an alumnus of the college. The revenue of said stock is applied annually to the bestowment of prize medals upon meritorious students of the college.

### 12. *Revenue.*

|  |            |
|--|------------|
| <b>Graduating fees collected</b> .....       | \$2,820 00 |
| <b>Matriculation fees collected</b> .....    | 1,206 00   |
| <b>Rent of college hall</b> .....            | \$300 00   |
| <b>Rent of stores</b> .....                  | 3,500 00   |
|  | <hr/>      |
|  | 3,800 00   |
| <b>Interest on payments in advance</b> ..... | 31 81      |
| <b>Insurance premium returned</b> .....      | 10 00      |
| <b>Temporary loan</b> .....                  | 125 00     |

### 13. *Debts.*

The college has no debts.

### 14. *Income and Expenditure.*

The whole income of the College collected and collectable is stated in Article 12, and amounts to..... \$7,992 81

Which, with the balance on hand at the commencement of the year per Treasurer's report of November 27th, 1866 .....

980 51

Makes a total of .....

\$8,973 32

The whole expenditure of the past year amounts to 8,799.39 and consists of the following items:

|  |          |
|--|----------|
| Revenue stamps \$1.06; Stationery \$14.42.   | \$15 48  |
| Repairs \$456.31; Com'cem't expenses \$61.50 | 517 81   |
| Diplomas \$150; Registrar \$50 .....         | 150 50   |
| Water rent \$60; Corporation tax \$667.50.   | 727 50   |
| Insurance \$287.50; gas light \$409.96 ....  | 697 46   |
| Rent of college buildings .....              | 4,250 64 |
| Sinking Fund .....                           | 1,000 00 |
| Janitor Clerk \$1,000; Sub-Janitor \$440; .. | 1,440 00 |
|  | <hr/>    |
|  | 8,799 39 |

Which deducted from the income leaves a balance in the Treasury of .....

\$173 93

### 15. *Fees.*

Graduation fee, \$30; Matriculation fee, \$5. Full course of all the Professors, \$140.

16. *Remarks.*

The trustees have great satisfaction in reporting the continue prosperity of the College during another year. Again they have to deplore the loss of a member of the college faculty.

Dr. Robert Watts, professor of anatomy, died on the 8th of September last, in the city of Paris. For nearly thirty years he had held the professorship of anatomy, and taught that important branch of medical science with acknowledged ability and success and had thereby contributed largely to the steadily advancing prosperity of the college.

By his successor, Dr. Henry B. Sands, the trustees have reason to believe that the high reputation hitherto sustained by the anatomical chair will be honorably perpetuated in the future. A separate professorship of venereal diseases has been established and assigned to Dr. Freeman J. Bumstead. The subject of Materia Medica has been committed to Dr. James W. McLane, who has been appointed Lecturer for one year. The subject of Psychological Medicine and Medical Jurisprudence to Dr. D. Tilden Brown of Bloomingdale Asylum, who has also been appointed Lecturer for one year. This sub-division of important branches of medical instruction the trustees believe will be greatly for the benefit of the students of the college.

17. *Close of Report.*

The annual report having been submitted at an adjourned quarterly meeting of the trustees of the college, held December 30, 1867, by a committee appointed for the purpose, was adopted and ordered to be forwarded to the Regents of the University, with the signatures of the President and Registrar and the seal of the college affixed.

EDWARD DELAFIELD, *President.*

GURDON BUCK, M. D., *Registrar, &c.*

[L. s.]

NEW YORK, *December 3, 1867.*

# XXI. GENEVA MEDICAL COLLEGE, GENEVA, ONTARIO COUNTY.

The Faculty of Geneva Medical College respectfully present to the Trustees the following report, for the year ending January 22, 1867:

## 1. *Number and description of Professorships.*

1. Chemistry, Pharmacy, Toxicology, and Medical Jurisprudence.
2. Principles and Practice of Surgery.
3. General and Special Anatomy.
4. Physiology, Pathology and Microscopic Anatomy.
5. Practice of Medicine and Diseases of Women and Children.
6. Obstetrics and Materia Medica.

## 2. *\*Trustees, Faculty and other College officers.*

James Hadley, M. D., Emeritus Professor of Chemistry ; John Towler, M. D., Frederick Hyde, M. D., George Burr, M. D., Hiram N. Eastman, M. D., Nelson Nivison, M. D., E. P. Allen, M. D.; Oran W. Smith, M. D., Demonstrator.

## 3. *Number of Students.*

The number of students matriculated is thirty-six; eighteen of this number receive the degree of M. D., at the present Medical Commencement, January 22d, 1867. All the graduates are upwards of twenty-one years of age.

## 4. *Classification of Students.*

|    |   |    |
|----|---|----|
| 1. | Those attending their first course..... | 18 |
| 2. | do do second course.....                | 16 |
| 3. | do do third course .....                | 2  |

## 5. *College Terms and Sessions.*

The course of medical instruction commences on the first Wednesday of each year, and continues sixteen weeks.

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\*This institution, being the medical department of Hobart College, has no independent Board of Trustees.



6. *Discipline.*

There are no established rules of discipline in this institution. General decorum and propriety are expected and required of each student. The Faculty have not had to correct a single case of misdemeanor during the present term.

7. *Mode of Instruction.*

By lectures and practical demonstrations, aided by all the necessary instruments and accessories for the elucidation of science, and the investigation of natural science.

8. *Gratuitous Aid.*

Four students have received their tickets to the full course of the Faculty free of charge. The college itself has received no aid from any quarter whatever.

9. *Statutes and By-Laws.*

The Faculty arrange all matters referring to the government of the college, and the regulation of college duties in accordance with a code of by-laws.

10. *Description and Value of College Property.*

The property, consisting of buildings, apparatus, specimens in Anatomy, Materia Medica and Chemistry, and of books, remains the same as heretofore reported, except that the building has undergone considerable repairs—the value has naturally changed with the times.

11. *Price of Instruction.*

|                                   |       |
|-----------------------------------|-------|
| Matriculation fee.....            | 00    |
| Graduation fee.....               | 20 00 |
| Tickets for the full course ..... | 62 00 |

12. *Mode of Revenue.*

The tickets for the course of instruction in the different departments of medical instruction, form the revenue of the respective Professors.

The matriculation and graduation fees are devoted to the annual and incidental expenses of the institution, and to the improvement of the property.

13. *Debt.*

The college is not indebted to any one.

14. *Fees for Incidental, &c., Expenses.*

|                              |             |
|------------------------------|-------------|
| ulation fees collected ..... | \$108 00    |
| ation fees collected .....   | 360 00      |
| cal Anatomy .....            | 45 00       |
|                              | <hr/>       |
|                              | \$513 00    |
|                              | <hr/> <hr/> |

15. *Expenditure.*

|                                |             |
|--------------------------------|-------------|
| nce of the College .....       | \$32 00     |
| ag and advertising .....       | 59 70       |
| nas, and fixing the same ..... | 49 50       |
| .....                          | 74 24       |
| mical material .....           | 124 50      |
| washing .....                  | 30 00       |
| nters' work .....              | 29 10       |
| ers' work .....                | 25 38       |
| ies .....                      | 38 27       |
| ge of circulars .....          | 60 00       |
|                                | <hr/>       |
|                                | \$522 69    |
| or's wages .....               | 114 25      |
|                                | <hr/>       |
|                                | \$636 94    |
|                                | <hr/> <hr/> |

of which is respectfully submitted.

J. TOWLER, M. D., *Dean of the Faculty.*

## XXII. MEDICAL DEPARTMENT OF THE UNIVERSITY OF THE CITY OF NEW YORK.

The Medical Faculty respectfully present to the Council the following report of the Medical Department :

### 1. *Number and Description of Professorships.*

1. Professorship of the Principles and Operations of Surgery, with Military Surgery and Hygiene.
2. Professorship of Descriptive and Surgical Anatomy.
3. Professorship of Institutes and Practice of Medicine.
4. Professorship of Materia Medica and Therapeutics.
5. Professorship of Midwifery and Diseases of Women and Children.
6. Professorship of Chemistry.
7. Professorship of Physiology.

### 2. *Faculty and other College Officers.*

Martin Payn, M. D., LL. D., Emeritus Professor of Materia Medica and Therapeutics.

John William Draper, M. D., LL. D., Emeritus Professor of Chemistry and Physiology.

Alfred C. Post, M. D., Professor of Surgery.

John C. Draper, M. D., Professor of Chemistry.

Alfred L. Loomis, M. D., Professor of Institutes and Practice of Medicine.

Charles A. Budd, M. D., Professor of Midwifery.

William Darling, M. D., F. R. C. S., Professor of Anatomy.

\*Henry Draper, M. D., Professor of Physiology.

\*William H. Thomson, M. D., Professor of Materia Medica.

Besides the foregoing, lectures have been delivered by J. W. S. Gouley, M. D.; A. Jacobs, M. D.; F. D. Weisse, M. D.; D. B. St. John Roosa, M. D.; Wm. B. Lewis, M. D.; M. S. Buttles, M. D.; B. Howard, M. D.; F. W. Gunning, M. D.

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\*These gentlemen, though nominated to the Council, have not yet been elected.

3. *Number of Students.*

|   |     |
|---|-----|
| Number of students during the present session ..... | 209 |
| Number of graduates since the last report .....     | 70  |

It is believed that none of the students are under the age of eighteen years. The age of graduates being required by law to be twenty-one years, none have been admitted under that age.

4. *Classification of Students.*

There is no classification of students.

5. *College Term or Session.*

The lecture term commenced on October 15th, and will continue till the first of March. The summer term began on April 2d, and continued till the beginning of the winter course.

6. *Mode of Instruction.*

The mode of instruction is by lectures, and the only examinations are those for admission to a degree. They take place at the close of the winter session and in May.

7. *Discipline.*

There are no special rules of discipline. General propriety and decorum are required. No punishments have been inflicted.

8. *Gratuitous Aid.*

Ten students are annually admitted as beneficiaries on the payment of forty dollars, and the Matriculation fee.

9. *Statutes and By-Laws.*

There are no statutes or by-laws of the Medical Department.

10. *College Buildings and other Property.*

The College occupies the North House building of the New York Hospital, as it did at the time of the last report, at a yearly rental of \$3,300.

11. *Revenue.*

The revenue consists of:

|   |        |
|---|--------|
| A Matriculation fee from each student ..... | \$5 00 |
| A Graduation fee .....                      | 30 00  |
| Fees for one course of lectures .....       | 140 00 |

Of the graduation fee, ten dollars is paid by the Medical Faculty to the Council of the University.

12. *Debts.*

The College has no debt.

All of which is respectfully submitted.

JOHN W. DRAPER,  
*President of the Medical Faculty.*

XXIII. ALBANY MEDICAL COLLEGE, ALBANY.

*To the Regents of the University of the State of New York :*

The trustees and faculty of the Albany Medical College, in compliance with a requisition of the Regents of the University, respectfully submit the following report for the collegiate year terminating December 31, 1867, containing a just and true statement of facts, showing the progress and condition of the college during and at the close of the said year, in respect of the several subjects following, namely:

1. *Number and Description of Professorships.*

The professorships in the college during the said year, as established by the trustees, were the following:

- A professorship of the Principles and Practice of Surgery.
- dothe Theory and Practice of Medicine.
- doDescriptive and Surgical Anatomy.
- doChemistry and Medical Jurisprudence.
- doObstetrics and diseases of Women and Children.
- doGeneral Pathology and Clinical Medicine.
- doPhysiology.
- doMateria Medica.

2. *Faculty and other College Officers.*

The faculty of said college, including all persons charged with the duty of giving instruction therein during the said year, consisted of one professor for each of the professorships enumerated above, and a Demonstrator of Anatomy.

The names of the several persons holding offices or places in said college, with the offices and places held by them respectively, and the salaries or annual compensation for official services allowed to each of them were as follows:

|   |             |
|---|-------------|
|   | Per ticket. |
| Alden March, M. D., Professor of Principles and Practice of Surgery ..... | \$15 00     |
| James McNaughton, M. D., Professor of Theory and Prac-                    |             |

|  | Per ticket. |
|--|-------------|
| tice of Medicine .....   | \$15 00     |
| James H. Armsby, M. D., Professor of Descriptive and<br>Surgical Anatomy .....                   | 20 00       |
| J. V. P. Quackenbush, M. D., Professor of Obstetrics and<br>Diseases of Women and Children ..... | 15 00       |
| S. Oakley Vanderpoel, M. D., Professor of General Path-<br>ology and Clinical Medicine .....     | 5 00        |
| James E. Pomfret, M. D., Professor of Physiology .....   | 5 00        |
| John V. Lansing, M. D., Professor of Materia Medica...   | 5 00        |
| Jacob S. Mosher, M. D., Professor of Chemistry and<br>Medical Jurisprudence .....                | 20 00       |
| Alfred B. Husted, M. D., Demonstrator of Anatomy....   | Fees.       |

### 3. *Number of Students.*

|  |    |
|--|----|
| The whole number of students attending lectures during<br>the collegiate year of 1865, was ..... | 88 |
| The number of graduates .....  | 34 |
| All the students were more than eighteen years old.  |    |

### 4. *Classification of Students.*

There is no further classification of students than that some were attending their first course of lectures, and others their second, third and even fourth course.

### 5. *College Term or Session.*

One course of lectures is delivered at this institution annually, commencing on the first Tuesday of September.

### 6. *Mode of Instruction.*

The mode of instruction is by means of lectures, demonstrations, and exercises in the laboratory and dissecting rooms. The students are daily exercised upon the subjects of the different lectures.

### 7. *Discipline.*

The faculty exercises the power of expulsion for crimes or gross offences of any description, or improper conduct during the period of attendance at the lectures.

### 8. *By-Laws of the College.*

The trustees have enacted by-laws for the government of the institution. The regulations contained in the accompanying circular, relate to the admission of students.

### 9. *Description and Value of College Building.*

The college building belongs to the corporation of the city of Albany, and has been leased to the trustees of the college for twenty years, at the nominal rate of one dollar a year. The college is situated on Eagle street, a short distance from the capitol, and near the Albany Hospital, to which the students have access, and where they receive clinical instruction. The building is three stories high, one hundred and twenty feet in length, and fifty feet in depth.

### 10. *Description and value of other College Property.*

|  |             |
|--|-------------|
| The number of volumes in the library is 4,480, the value |             |
| of which is .....  | \$6,700     |
| Chemical Apparatus .....                                 | 4,000       |
| The collection of Materia Medica .....                   | 600         |
| Museum .....   | 25,000      |
|  | <hr/>       |
|  | \$36,300    |
|  | <hr/> <hr/> |

Nearly one hundred specimens of the Materia Medica collection have been presented by Dr. Van Wyck, late inspector of drugs at the port of New York.

The Museum contains a large collection of specimens of healthy and morbid anatomy, and of pathological anatomy, prepared by Thibert of Paris, and also a large number of anatomical models of Anzoux. Besides these, there are in the Museum numerous specimens of comparative Anatomy and Zoology.

### 11. *Revenue.*

The revenue of the college, derived from the matriculation and graduation fees, is as follows:

|                                       |             |
|---------------------------------------|-------------|
| Received for graduation fees .....    | \$850 00    |
| Received for matriculation fees ..... | 440 00      |
|                                       | <hr/>       |
|                                       | \$1,290 00  |
|                                       | <hr/> <hr/> |

This amount does not include the amount received by the several professors for their tickets.

### 12. *Gratuitous Aid.*

During the year several students have been admitted to the lectures free of charge.

### 13. *Debts.*

This College is free from debt.



14. *Income and Expenditures.*

The income of the College derived from the matricula graduation fees amounts to \$1,290.00.

The expenditures of the year have been \$1,270.87.

15. *Price of Tuition.*

|   |  |
|---|--|
| Matriculation fee.....                    |  |
| Graduation fee.....                       |  |
| Fees for the full course of lectures..... |  |
| Hospital ticket.....                      |  |

16. *Remarks.*

During the past year the Professors have delivered course of lectures, which plan is now continued as a pe arrangement; besides this there will be a summer c lectures in the College, commencing in May and termin July. This course will be *free* to students and medical r embrace topics which will be discussed more fully tha done in the regular term. It is believed that this cou render the summer studies of students more profitable.

LECTURERS OF THE SUMMER COURSE.

- Professor March, Tumors, and the diseases of the Male and Genital Organs.
- Professor Armsby, the Nervous System and its Functio
- Professor Quackenbush, the Mechanism of Labor and th cation of Forceps.
- Professor Vanderpoel, Diseases of the Skin.
- Professor Pomfret, Microscope and its Application to M
- Professor Lansing, Insanity, its forms and Diagnosis.
- Professor Mosher, Poison and their Antidotes.
- J. R. Boulware, M. D., Post Mortem Examinations.
- C. A. Robertson, M. D., Ophthalmoscope and Physiologica
- Edward R. Hun, M. D., Physical aids of Diagnosis.

The Saturday of every week is devoted to surgical op and clinical instruction in the college and hospital, where who are indigent, and who require advice or surgical op are gratuitously attended to.

Post-mortem examinations, surgical operations and medi in great numbers and variety are exhibited to the class, fro the students can derive an immense amount of practical kno

AMOS DEAN, *Secretary of the Tr*  
JACOB S. MOSHER, *Registrar of Faculty.*

## XXIV. MEDICAL DEPARTMENT OF THE UNIVERSITY OF BUFFALO, BUFFALO, ERIE COUNTY.

*To the Regents of the University of the State of New York :*

The Council of the University of Buffalo, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year ending February 27th, 1867, containing a just and true statement of facts, showing the condition of the Medical Department of said University during and at the close of said year, in respect to the several subject matters following, viz:

### 1. *Number and Description of Professorships.*

The professorships in the Medical Department of said University, as established by the Council, are the following:

1. Materia Medica and Hygiene.
2. Obstetrics and Diseases of Women and Children.
3. Principles and Practice of Surgery, and Military and Clinical Surgery.
4. Chemistry and Pharmacy.
5. Principles and Practice of Medicine, and Clinical Medicine.
6. General and Descriptive Anatomy.
7. Physiology and Microscopy.

### 2. *Council, Faculty and other College Officers.*

#### COUNCIL.

|  |                             |
|--|-----------------------------|
| Orsamus H. Marshall, President.                          | James Hollister, Treasurer. |
| George Hadley, Secretary.                                | Elbridge G. Spaulding.      |
| John D. Shepard.   | Orson Phelps.               |
| George R. Babcock.                                       | James Hollister.            |
| Orlando Allen.   | Henry W. Rogers.            |
| Jesse Ketchum.   | George Hadley.              |
| James P. White.  | Thos. F. Rochester.         |
| John Wilkeson.   | Timothy T. Lockwood.        |
| Joseph G. Masten.  | George S. Hazard.           |
| Sanford B. Hunt.   |                             |
| Sandford Eastman, Member-elect from the Medical Faculty. |                             |
| Mayor of the city of Buffalo, <i>ex-officio</i> .        |                             |

FACULTY.

The Faculty of the Medical Department of said University including all persons charged with giving instruction therein during the said year, consisted of individuals holding the aforesaid professorships, and the Demonstrator of Anatomy.

The names of the several persons holding offices in the Medical Department of said University, with the offices held by them respectively, were as follows :

- 1. Charles Broadhead Coventry, M. D., Emeritus Professor Physiology and Medical Jurisprudence.
- 2. Charles Alfred Lee, M. D., Professor of Materia Medica and Hygiene.
- 3. James P. White, M. D., Professor of Obstetrics and Diseases of Women and Children.
- 4. George Hadley, M. D., Professor of Chemistry and Pharmacology.
- 5. Thomas F. Rochester, M. D., Professor of the Principles and Practice of Medicine and Clinical Medicine.
- 6. Edward M. Moore, M. D., Professor of the Principles and Practice of Surgery and Military and Clinical Surgery.
- 7. Sanford Eastman, M. D., Professor of General and Descriptive Anatomy.
- 8. William H. Mason, M. D., Professor of Physiology and Microscopy.
- 9. Samuel W. Wetmore, M. D., Demonstrator of Anatomy.

3. *Number of Students.*

The whole number of students attending the regular course of instruction during said year was one hundred.

The number of graduates at the close of the Collegiate year was forty.

The Annual Commencement was held on the 27th of February.

No one was admitted to graduation before completing the twenty-first year of his age. The average age of the graduates was between twenty-five and twenty-six.

4. *Classification of Students.*

The number of students attending their first course of lectures, was.....

The number of students attending their second course of lectures, was.....

|   |    |
|---|----|
| The number of students attending their third course of lectures, was..... | 18 |
| Graduates in Medicine .....   | 1  |

### 5. *College Terms or Sessions.*

The terms or sessions for study in the Medical department of said University, during said year, were the following: The regular lecture term, commencing on the first Wednesday in November, 1866, and continuing sixteen weeks; and a preliminary term of four weeks, which was devoted to dissections and clinical lectures at the Hospital.

### 6. *Mode of Instruction.*

By lectures, demonstrations, clinical illustrations and recitations in the sciences of medicine and surgery and the collateral sciences. Each Professor examines the students daily on the lectures of the preceding day. Candidates for the degree of Doctor in Medicine, each in their turn, visit the hospital, and, unassisted, are required to make examinations of particular patients, and to give in writing the history, the diagnosis, the prognosis, and the proper treatment of such patients.

The average number of daily lectures was between five and six.

### 7. *Discipline.*

The faculty consider themselves at liberty to exercise the power of expulsion for crime or improper conduct. No occasion for the exercise of this power has occurred. No provision for gratuitous instruction has been made during this year.

### 8. *Statutes and By-Laws.*

The Regents are respectfully referred to the annual circular for the general regulations of the medical department of the University.

### 9. *Description and Value of College Buildings.*

The building occupied by the medical department of the University is a stone edifice, situated on the corner of Main and Virginia streets, and is fifty-four feet in width by one hundred in depth; four stories high, and contains ample and convenient rooms for dissections, museums, lectures, and all the different departments of medical instruction. About \$14,000 have been expended in the construction of the building.

The library contains a few hundred volumes. The chemical and philosophical apparatus, etc., is the property of the Professor of Chemistry and Pharmacy. The Anatomical and Pathological Museum, and Cabinet of Materia Medica, are valued at \$600. This does not include the private property of the several professors, deposited in the Museum, and used in the courses of instruction.

10. *Other College Property.*

The college possesses no other property or funds beside what is enumerated above.

11. *Debts.*

There is due on the building and lot, secured by mortgage, \$4,900.

12. *Revenue.*

The amount received during said year was, on account of  
Matriculation fees ..... \$300 00  
Graduation fees ..... 800 00

13. *Expenditures.*

The income derived from the graduation and matriculation fees was expended in the payment of incidental expenses, as fuel, light, janitor, repairs, and interest on the debt.

14. *Fees.*

Matriculation fee ..... \$3 00  
Graduation fee..... 20 00  
Dissecting fee ..... 5 00  
Full course of lectures ..... 70 00

15. *Examinations and Graduation.*

The examination for graduation is held before a joint board, consisting of the faculty and curators. It is conducted orally, and is continued for a longer or shorter time, till every member of the board is satisfied as to the qualifications of each candidate. Finally the vote on each individual is taken by ballot. For further particulars respecting the conferring of degrees, the Regents are respectfully referred to the accompanying circular.

16. *Remarks.*

The Buffalo Hospital of the Sisters of Charity is situated a few rods from the college building. Their institution is capable of

receiving over three hundred patients. The Professors of Medicine and Surgery are the attending medical officers of the hospital from the month of October to the month of April in each year. The college students visit the hospital twice weekly with the attending medical officers, on the payment of a fee of two dollars, for the benefit of the hospital. The students also occasionally visit the wards of the Buffalo General Hospital. Unusual facilities for clinical instruction in midwifery are afforded at the Lying-in-hospital, which is situated near the college. The candidates for degrees are taken to the hospital by the Professor of Obstetrics, and are there instructed and practiced in fœtal auscultation, as well as the other signs of pregnancy; also in the conduct of labors, both natural and artificial, and in all the minutiae belonging to the care of the parturient female. By these arrangements, ample clinical advantages are afforded to students in the medical department of the University.

The foregoing is respectfully submitted by the undersigned with the seal of the "University of Buffalo" attached, in behalf of the Council of said University.

O. H. MARSHALL,  
*President of the Council.*

[L. S.]

GEORGE HADLEY,  
*Dean of the Faculty.*

BUFFALO, *Dec. 17th*, 1867.

**XXV. LONG ISLAND COLLEGE HOSPITAL, BROOKLYN.**

*To the Regents of the University of the State of New York:*

The Collegiate Committee of the Long Island College Hospital respectfully submit the following report for the year ending June 30th, 1867.

*1. Number and Description of Professorships.*

The professorships, as established by the Regents during said year, were the following:

1. A professorship of Practical Medicine and Pathology.
2. do Surgery, Military Surgery and Hygiene, and Dislocation of Fractures.
3. do Surgical Anatomy and Operative Surgery.
4. do General and Descriptive Anatomy.
5. do Obstetrics and Diseases of Women and Children, and Clinical Midwifery.
6. do Chemistry and Toxicology.
7. do Physiology and Microscopic Anatomy.
8. do Therapeutics and Materia Medica.

*2. College Officers and Faculty.*

**OFFICERS.**

Theodore L. Mason, M. D., President of Council and Collegiate Departments.

Wm. H. Dudley, M. D., Registrar.

C. L. Mitchell, M. D., Secretary.

Hon. Jesse C. Smith,  
Thos. H. Rodman, Esq., } Collegiate Committee.

**FACULTY.**

Austin Flint, M. D., Professor of Practical Medicine and Pathology.

Frank H. Hamilton, M. D., Professor of Surgery, Military Surgery and Hygiene, and Fractures and Dislocations.

Joseph C. Hutchinson, M. D., Professor of Operative Surgery and Surgical Anatomy.

Edwin W. Chapman, M. D., Professor of Obstetrics and Diseases of Women and Children, and Clinical Midwifery.

Austin Flint, Jr., M. D., Professor of Physiology and Microscopic Anatomy.

Danim G. Eaton, M. D., Professor of Chemistry and Toxicology.

William Gilfillan, M. D., Professor of Therapeutics and Materia Medica.

George K. Smith, M. D., Demonstrator of Anatomy.

Robert Newman, M. D., Prosector to Professor of Operative Surgery.

A. H. Sparrow, M. D., Assistant to Professor of Medicine and Pathology.

### 3. *Number of Students.*

Number of students this session. . . . . 119

Number of graduates . . . . . 50

None of the students were under eighteen, and none of the graduates under twenty-one years of age.

### 4. *Classification of Students.*

There is no classification of students.

### 5. *College Terms.*

The term commenced on the first day of March and continued until the last day of June.

### 6. *Mode of Instruction.*

The mode of instruction is by didactic and clinical lectures. Especial prominence is given to the latter and to all the means of *demonstrative instruction* supplied by the Hospital Department of the institution. Frequent examinations are made by the several professors during the course, and the examinations for the degree of M. D. are held in the presence of the *Council of the Institution*, who, in conjunction with the professors, decide respecting the qualifications of the candidates.

### 7. *Discipline.*

There are no special rules of discipline. General propriety and decorum are required.

### 8. *By-Laws of the College.*

The Regents have enacted by-laws for the government of the [Senate, No. 49.]



College. The regulations contained in the circular herewith forwarded relate to the admission of students.

9. *Description and value of College Buildings.*

The college buildings belong to the Regents of the institution, and are occupied in a great part for hospital purposes. They are free from debt, and, with the grounds attached, are worth at present about sixty thousand dollars.

10. *Description and value of other College Property.*

The museum is valued at about.....\$2,000 00  
And the chemical apparatus at..... 1,500 00

11. *Revenue.*

The revenue is derived from the matriculation and graduation fees.

Received for Matriculation..... \$540 00  
Received for Graduation..... 1,200 00  
  
\$1,740 00

12. *Gratuitous Aid.*

None has been given this year.

13. *Debt.*

The college is free from debt.

14. *Income and Expenditures.*

Income ..... \$1,740 00  
Expenditure .. 1,252 00

15. *Price of Tuition.*

Matriculation fee..... \$5 00  
Fees for full course..... 100 00  
Fee of Demonstrator of Anatomy ..... 5 00  
Graduation fee..... 25 00

**XXVI. HOMŒOPATHIC MEDICAL COLLEGE OF THE  
STATE OF NEW YORK, IN THE CITY OF NEW YORK.**

*To the Regents of the University of the State of New York :*

The council and faculty of the Homœopathic Medical College of the State of New York, in the city of New York, respectfully submit, through the Dean of the college, the following report for the year 1867:

*Board of Council.*

William Cullen Bryant, President; S. H. Wales, Esq., Vice-President; James F. Hall, Recording Secretary.

*Councilmen.*

Professor Theodore W. Dwight, LL. D., Ralph Mead, Esq., Hon. James M. Smith, Orson D. Munn, Esq., Hon. A. Oakey Hall, William Degroot, Esq., Jonathan Sturgess, Esq., Edward H. Ludlow, Esq., George Griswold, Esq., Edmund Dwight, Esq., James A. Robinson, Esq., Park Godwin, Esq.

*Faculty of Medicine.*

J. Beakley, M. D., Professor of Surgery and Surgical Pathology.

D. D. Smith, M. D., Professor of Obstetrics and Diseases of Women and Children.

S. R. Kirby, M. D., Professor of Forensic Medicine.

S. B. Barlow, M. D., Professor of Materia Medica and Therapeutics.

F. W. Hunt, M. D., Professor of Special Pathology and Diagnosis.

H. M. Smith, M. D., Professor of Physiology and Histology.

T. F. Allen, M. D., Professor of General and Microscopic Anatomy.

P. P. Wells, M. D., Professor of Practice of Medicine.

Carrol Dunham, M. D., Professor of Clinical Medicine.

J. J. Mitchell, M. D., Professor of Chemistry and Toxicology.

J. B. Holtby, M. D., Demonstrator of Anatomy.

William Brinck, M. D., Prosector of Surgery.

J. H. Osborn, M. D., Assistant Chemist.

Enos Hall, Janitor.

### *Number of Students.*

The number of students during said year was..... 92

The number of graduates at the collegiate year was ..... 42

There were no students in attendance under the age of seven—  
teen, and the majority were above the age of twenty-one years.

### *Mode of Instruction.*

The method adopted by the Faculty for instruction, is by lectures, illustrated by experiments, diagrams, morbid specimens, and demonstrations on the cadaver. Each professor examines the class daily upon the lecture of the preceding day.

### *Discipline.*

General decorum and commendable deportment are required of students. The Faculty maintain the right of expulsion for dereliction of duty.

### *College Building.*

The college building is leased property, at a rental of \$3,600 per annum, situated on the corner of Twentieth street and Third avenue. It contains two lecture rooms, each capable of seating about 180 students; also a Laboratory, Museum, and a Dispensary, where the poor are treated gratuitously, under supervision and support of the members of the faculty, which afford invaluable advantages for clinical instruction.

### *Description and Value of College Property.*

The property belonging to the College Laboratory, Anatomical and Pathological Museum, models, plates, surgical appliances, etc., is valued at about ten thousand dollars.

### *Revenue.*

Is derived from instruction fees, which has been ample to meet the current expenses of the year. The college has not had any appropriation from the State.

### *Regulations.*

1. The examinations for the degree of Doctor of Medicine will commence after the session of lectures has ended.

- 2. The candidate must be twenty-one years of age.
- 3. He must have attended two full courses of medical lectures, one of which must have been attended at the Homœopathic Medical College of the city of New York.
- 4. The candidate must have studied medicine for three years under the supervision of some respectable practitioner of medicine.
- 5. He must write a medical Thesis either in English or in his native language.
- 6. Special examinations in particular cases may be obtained with the consent of the faculty.
- 7. Fees for a full course of Lectures . . . . . \$100
  - Matriculation fee . . . . . 5
  - Practical Anatomy . . . . . 5
  - Graduation fee . . . . . 30
- 8. The matriculation tickets must be first obtained of the Dean or the Faculty before the other tickets can be procured.
- 9. The tickets must be taken by the first week in November (except in special cases) to constitute a full course.

J. BEAKLEY, M. D., *Dean.*

NEW YORK, *December* 10, 1867.

## XXVII. THE NEW YORK MEDICAL COLLEGE AND HOSPITAL FOR WOMEN, NEW YORK CITY.

*To the Regents of the University of the State of New York :*

The Trustees of "The New York Medical College and Hospital for Women," in compliance with a requisition of the Regents of the University, respectfully submit, through their committee, the following report for the last collegiate year, ending March 1st, 1867, and containing a true and just statement of facts, in respect to the several subject matters following, viz :

### *1. Number and Description of Professorships and Faculty.*

1. Diseases of Women and Children, Mrs. C. S. Lozier, M. D., Professor.

2. Theory and Practice of Medicine, Edward P. Fowler, M. D., Professor.

3. Principles and Practice of Surgery, John R. Andrews, M. D., Professor.

4. Obstetrics and Medical Jurisprudence, Miss Anna Inman, M. D., Professor of Obstetrics, and D. B. Penfield, Esq., Professor of Medical Jurisprudence.

5. Chemistry and Toxicology, Charles S. Stone, A. M., Professor.

6. Anatomy, Hon. J. V. C. Smith, M. D., Lecturer.

7. Physiology and Hygiene, J. V. C. Smith, M. D., the first weeks of the session, and Miss S. L. Kilborn the remainder.

8. Therapeutics and Materia Medica, Frederic L. H. Willis, M. D., Professor.

The other officers of the College were a President, Secretary, Dean and Janitress. Mrs. Dr. Lozier, President and Dean of College, and Dr. F. L. H. Willis, Secretary of Faculty.

The stated salary of each Professorship is \$250 per session ; but this is not a fixed salary.

### *2. Number of Students.*

The whole number of students attending the regular course of instruction during said year, was nineteen.

The number of graduates of the last annual commencement, held March 1st, 1867, was nine; none have been admitted to the Degree of Medicine under the age of twenty-one; and the average age of the graduates, at the last commencement, was probably twenty-five or more.

### 3. *Classification of Students.*

The students attending said College are classified as follows :

|  |       |
|--|-------|
| Number attending their first course of lectures.....   | 10    |
| Number attending their second course of lectures ..... | 5     |
| Number attending their third course of lectures.....   | 1     |
| Number attending their fourth course of lectures.....  | 3     |
|  | <hr/> |
|  | 19    |
|  | <hr/> |
| Graduates in medicine .....                            | 9     |
|  | <hr/> |

### 4. *College Session.*

The session for study commenced October 15th, 1866, and closed March 1st, 1867.

### 5. *Mode of Instruction.*

The mode of instruction was by means of lectures, aided by text-books, notes, recitations and demonstrations.

### 6. *Discipline.*

As yet, none except self-discipline has been needed; still, the faculty, through the Dean, may report any inattention or impropriety of any student to the trustees, and, with their approval, may reprimand, suspend, or expel said student.

### 7. *By-Laws of the College.*

The by-laws of the college are the same as forwarded you by the trustees.

### 8. *Description and value of College Property.*

The college rooms at 74 East 12th street, were rented for \$600 per annum. The funds and other college property consist of a few volumes in library, a few specimens in museum—a manikin—a skeleton, etc., in brief, a “small beginning” that is constantly increasing.

9. *Debts.*

Said college is free from debt.

10. *Income and Expenditures.*

|  |             |
|--|-------------|
| Subscription by Mrs. C. S. Lozier, M. D., March 1, 1867, | \$10,000 00 |
| Amount received from students.....                       | 1,000 00    |
| Amount received by donations.....                        | 865 00      |
| <hr/>  |             |
| Paid for lectures .....                                  | \$1,200 00  |
| Paid to Bellevue .....                                   | 45 00       |
| Paid for rent .....                                      | 600 00      |
| Other expenses .....                                     | 335 33      |
| <hr/> <hr/>  |             |

11. *Price of Tuition.*

|                             |        |
|-----------------------------|--------|
| Matriculation ticket.....   | \$5 00 |
| Demonstrator's ticket ..... | 5 00   |
| Professor's fees.....       | 105 00 |
| Diploma .....               | 10 00  |

12. *Examination and Graduation.*

The examination, which occupied three days, was by the faculty, in presence of the censors, and was highly satisfactory to all.

13. *Remarks.*

Students who have attended one full course of instruction will be admitted to the New York Homœopathic Dispensary free of charge, and be allowed to treat cases themselves under the supervision of their Professors. About 12,000 patients are treated annually at this institution, and opportunities are afforded of witnessing almost every variety of disease. Students are also admitted elsewhere.

14. *Close of Report.*

The foregoing report is respectfully submitted by the undersigned committee, appointed by the board at an adjourned meeting held April 23d, 1867, and by them approved, October 10th, 1867.

M. D. DEWEY, *Chairman,*  
T. G. BLINN, *Committee.*

[L. s.]  
C. S. WELLS, *Secretary.*  
E. A. LANE, *Treasurer.*

**XXVIII. NEW YORK COLLEGE OF DENTISTRY, NEW YORK CITY.**

*To the Regents of the University of the State of New York :*

The Trustees of the New York College of Dentistry, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 6th day of March, 1867, containing a just and true statement of facts, showing the plan of organization, progress and condition of said college during and at the close of said year, in respect to the several subject matters following, viz :

*1. Organization of the College.*

Immediately after the act incorporating the college was passed by the Legislature in 1865, and approved by the Governor, the corporators named in the act met, organized, and adopted the following by-laws :

*Whereas*, The people of the State of New York, represented in Senate and Assembly, have, by an act entitled "An act to incorporate the New York College of Dentistry," duly made, named, constituted and appointed the undersigned as a body corporate, with the powers and for the objects named in said act; and *whereas*, said act authorizes this body to make *by-laws* by which to be governed; therefore we, the several corporators named in said act, do, for the purpose of faithfully carrying out the provisions of said act, adopt the following

**BY-LAWS.**

1. The name and title of this body shall be "The Board of Corporators of the New York College of Dentistry."

2. The officers of the Board of Corporators of the New York College of Dentistry shall be a President, Vice-President, Secretary and Treasurer, and their duties shall be those usually performed by such officers.



3. There shall be a meeting of this board on the first Tuesday of May, 1866, and on the first Tuesday of May each and every year thereafter, for the election of officers for the board, and for the election of professors for the New York College of Dentistry, but the professors for 1865 may be elected at any meeting of the board.

4. The officers of the board shall be elected annually, but they shall hold and officiate until their successors are duly elected and installed.

5. The professors of the New York College of Dentistry shall hold their positions from the time of their election until the third Tuesday of April next ensuing, on which day all the powers and privileges conferred upon them by their election shall terminate.

6. The President shall have power to call a meeting of this board whenever he may deem it necessary, and it shall be his duty to call a meeting whenever three members of the board request him to do so; and if he neglect or refuse to call a meeting when so requested, a meeting may then be called by any three of the members of the board. In all other cases, five of the members of the board may call a meeting thereof by giving due notice in writing.

7. At least two days' notice shall be given of each and every meeting of this board.

8. Order of exercises.

1. Reading of minutes of last meeting.
2. Hearing reports.
3. Miscellaneous business.
4. Election of officers.

Meetings of the board were held from time to time during the spring, summer and fall of 1865; but no definite plan of organization for the college was settled upon until the spring of 1866, when, after affording ample opportunity to the members of the dental profession generally in New York city and vicinity to make suggestions, and after thoroughly acquainting themselves with the plans upon which other similar colleges in the United States are conducted, the trustees adopting and following the suggestions and advice of some of the most distinguished dentists in this country, finally determined upon and adopted the following plan of organization for this college.

1. *Plan of Organization of the New York College of Dentistry.*

ARTICLE I.—A didactic course of instruction, to be conducted by a faculty.

ART. II.—That a Dental Infirmary be established in connection with the college, and as a department thereof, where Clinical instruction and opportunities for operating will be afforded the students.

ART. III.—The appointment of a corps of Clinical Lecturers, who shall give daily *Cliniques* at the Infirmary. These Lecturers to be elected by the Board of Trustees.

ART. IV.—That the course of instruction shall include three years.

ART. V.—The first two years to be occupied in attendance upon the Didactic and Clinical Lectures of the college.

ART. VI.—That, at the close of the second year, a satisfactory written and oral examination by the faculty will be required on the Didactic Course; a second examination at the Chair, before a Board of the Clinical Lecturers, will be required. Only such students as pass these two examinations satisfactorily will be admitted to the third year's course of Experimental Practice in the Infirmary, where the student will serve the third year as Acting Dentist to the Infirmary.

ART. VII.—All Students of good moral character, who complete the full course of three years satisfactorily, and give promise of usefulness in the dental profession, shall be entitled to receive the degree of D. D. S.

ART. VIII.—The Board of trustees may confer the honorary degree of "Fellow of the College of Dentistry" (F. C. D.) upon such members of the profession as have made valuable contributions to the science of Dentistry.

ART. IX.—Students who have attended one course of lectures at a Medical or Dental College shall be required to attend one course of Didactic and Clinical Lectures, pass the two examinations, and serve the year in the Infirmary.

ART. X.—Graduates of Medical and Dental Colleges will be required to attend one course of lectures, and pass both examinations, before they can receive the degree of D. D. S., except as provided in the next article.

ART. XI.—Practitioners in good standing, of five years' practice, shall, on passing the two examinations, be eligible to all the honors of the college.

The foregoing plan is believed to be far in advance of anything heretofore adopted by dental colleges, but the trustees, after one year's practical experience, are of the opinion that they can improve this plan, and they intend to do so in time to have the benefit of the improvements the coming year. It is believed that dentistry has been carried to a degree of perfection in America that is not reached in any other part of the world, and it is the aim and expectation of the Trustees of the New York College of Dentistry, to make it worthy of the confidence and approval of the best and most progressive dentists everywhere, and an honor alike to the metropolis of America, and to the profession whose American members have already concededly carried their art to a degree of perfection nowhere attained abroad. Many of the best and most distinguished American dentists are located in New York City, and nearly, if not quite all of these, are earnestly co-operating with the Trustees of the New York College of Dentistry.

## *2. Number and Description of Professorships.*

1. Emeritus Professor of the Institutes of Dentistry.
2. Professor of Dental Science and Operative Dentistry.
3. Professor of Dental Art and Mechanism.
4. Professor of Dental Pathology and Therapeutics.
5. Professor of Experimental Physiology and Microscopy.
6. Professor of Chemistry and Metallurgy.
7. Professor of Descriptive and Comparative Anatomy.

One more professorship has been already established for the coming year. Besides the professorships there are three demonstrators :

1. Of Operative Dentistry.
2. Of Mechanical Dentistry.
3. Of Anatomy.

There was also a board of Clinical Lectures, consisting of distinguished members of the dental profession, from this and other States, who give practical instruction in the art of dentistry at the chair.

3. *Trustees, Faculty, and other Officers.*

TRUSTEES.

Eleazar Parmly, M.D., D.D.S., C. E. Francis.  
 President. J. Smith Dodge, M.D., D.D.S.  
 W. H. Allen, Vice-President. Norman W. Kingsley.  
 L. McN. Walsh, Esq., Secretary. Benjamin Lord.  
 Walter B. Roberts, Treasurer. E. J. Dunning, D.D.  
 John Allen, D. D. S.

FACULTY.

Eleazar Parmly, M.D., D.D.S., Emeritus Professor of the Institutes of Dentistry.  
 William H. Dwinelle, M.D., D.D.S., Professor of Dental Science and Operative Dentistry.  
 Norman W. Kingsley, Professor of Dental Art and Mechanism.  
 J. Smith Dodge, Jr., M.D., D.D.S., Professor of Dental Pathology and Therapeutics.  
 Faneuil D. Weisse, M.D., Professor of Descriptive and Comparative Anatomy.  
 Rufus King Browne, M.D., Professor of Experimental Physiology and Microscopy.  
 Charles A. Seely, A.M., Professor of Chemistry and Metallurgy.

DEMONSTRATORS.

D. H. Goodwillie, M.D., D.D.S., Operative Dentistry.  
 R. M. Streeter, Mechanical Dentistry.  
 Alex. W. Stein, M.D., Anatomy.

BOARD OF CLINICAL LECTURERS.

Dr. John Allen, New York, President.  
 Drs. Ehrick Parmly, N. Y. Drs. W. W. Allport, Chicago.  
 J. D. White, Philadelphia. Geo. E. Hawes, New York.  
 Wm. H. Allen, New York. A. Hill, Norwalk, Conn.  
 I. J. Wetherbee, Boston. J. N. H. Walbridge, N. Y.  
 W. B. Roberts, New York. Chas. B. Foster, Utica.  
 C. A. Marvin, Brooklyn. L. G. Bartlett, New York.  
 A. C. Hawes, New York. J. T. Metcalf, New Haven.  
 A. McIlroy, New York. R. W. Varney, New York.  
 Dr. Frank Abbott, Secretary, New York.

## DEAN OF THE FACULTY.

Norman W. Kingsley, 25 West Twenty-seventh street, N. Y.

4. *Number of Students.*

The number of students in regular attendance during said year was thirty-one.

The number of graduates at the last annual commencement was nine.

There were no students in attendance under the age of twenty-one years, and the average age of the graduates, at the last commencement was, probably, thirty years. The graduates were all such as come under Articles X and XI of the plan of organization heretofore given.

5. *College Terms or Sessions.*

Practical instruction at the chair and in the laboratory is given during the entire year. The didactic course, under the special charge of the Faculty, commenced on the 5th day of November, 1866, and continued until the 6th day of March, 1867.

6. *Mode of Instruction.*

Instruction is given by lectures, demonstrations, and clinics. During the didactic course, three hours of the day are occupied by the Faculty in lectures, etc., and about twelve hours each day are devoted to clinics and practice. The books used in the College are those named in the announcement transmitted herewith, and marked "Document A."

7. *Discipline.*

General decorum and commendable deportment are required of students. The Faculty maintain the right of expulsion for dereliction of duty.

8. *College Building.*

The College building is leased property, at a rental of \$1,600 per annum, and situated on the corner of Fifth avenue and Twenty-second street. It contains a lecture room capable of seating about one hundred students, a large laboratory, a Faculty room, and a large infirmary. In the infirmary the poor are treated gratuitously.

### 9. *Description and value of College Property.*

The property in the laboratory, the chemical apparatus, anatomical and pathological museum, and the models, plates, dental appliances, furniture, fixings, etc., belonging to the college, are valued at three thousand dollars. The value of the gold foil and other working material now in the infirmary has not been estimated.

### 10. *Debts.*

The college owes nothing except to its corporators. The amount due the corporators at this date is about fifteen hundred dollars.

### 11. *Revenue.*

The only revenue of the college is from students' fees. The total amount thus received for the last year was about four thousand dollars. The college has not had any appropriation from the State.

### 12. *Expenditures.*

The total amount of expenditures for the year was about five thousand five hundred dollars.

### 13. *Fees.*

A ticket for an annual course costs \$150; matriculation, demonstrators, and diploma fees included.

### 14. *Examination and Graduation.*

This college was not established to grant degrees merely, but only to fit young men to perform properly the duties of an honorable and rising profession. The examinations, therefore, are intended to be of the most searching nature. Each professor prepares from fifteen to thirty questions, entirely covering his department, and the students are obliged to give written answers on presentation. Subsequently each student is examined orally by one of the professors. The candidates are required to practice dentistry in the infirmary the last month of the term, under the supervision of an examining committee of six from the Clinical board. The students pass all these ordeals satisfactorily, they receive a diploma; otherwise they must do without the degree or try again.

### 15. *Remarks.*

The members of the faculty of the New York College of Dentistry, are all gentlemen who, by their distinguished zeal and

ability have won for themselves the respect and confidence of the profession generally, and it is believed that the instruction given by them is in every way superior. But the great feature of this college is its course of practical instruction, given by the clinical lecturers at the chair. As the board of clinical lecturers consists of some of the most distinguished dentists in the country, it is hardly possible to over-estimate the importance of this department of the college. In the lecture room the faculty teach the science of dentistry, and explain the reasons for various dental operations. In the infirmary the board of clinical lecturers teach the art in its highest degree of perfection, and the students are required, not only to understand, but to do what has been taught them.

The foregoing is respectfully submitted by the undersigned, with the seal of the New York College of Dentistry attached, in behalf of the trustees of said college.

[L. S.]

WILLIAM H. ALLEN, *Vice-President*.  
M. McN. WALSH,  
WILLIAM H. ALLEN, *Secretaries*.  
W. B. ROBERTS, *Treasurer*.

## THE ECLECTIC MEDICAL COLLEGE, NEW YORK CITY.

*Hon. Regents of the University of the State of New York :*  
Faculty of the Eclectic Medical College of the City of New  
York, through their President, respectfully submit the following  
report for 1867.

The College was incorporated April 22d, 1865, and was duly  
organized on the 19th of December, 1865, by electing its officers and

### *Trustees and Faculty.*

#### BOARD OF TRUSTEES.

|                                       |                          |
|---------------------------------------|--------------------------|
| Richard B. Childer, M. D., President. | J. B. Stowe, M. D.       |
| E. Smith, M. D., Vice-                | William W. Hadley, M. D. |
| President.                            | Hon. Owen W. Brennan.    |
| Moller, Esq., Treasurer.              | Albert Havemeyer, Esq.   |
| J. Stuart, Esq., Cor. Sec.            | Calvin S. Totman, M. D.  |
| W. Thatcher, Esq., Rec. Sec.          | Samuel Tuthill, M. D.    |
| Richard B. Connolly.                  | Frank Tabor, Esq.        |
| S. Newton, M. D.                      | Samuel Sinclair.         |

#### FACULTY.

Richard B. Childer, M. D., Professor of Operative Surgery and  
Diseases.  
W. Allen, M. D., Professor of Theory and Practice of  
Medicine.  
William W. Hadley, M. D., Professor of Materia Medica and  
Pharmaceutics.  
Spangler, M. D., Professor of Obstetrics and Diseases of  
Women and Children.  
John Freeman, M. D., Professor of Descriptive and Surgical  
Anatomy.  
Charles T. Hart, M. D., Professor of Physiology and Pathology.  
John Sanders, M. D., LL.D., Professor of Organic and Physiological  
Chemistry.  
George A. Morrow, M. D., Demonstrator of Anatomy.



*Number of Students.*

The number of students during the year was forty ; the number of graduates at the close of the collegiate year was eleven ; the number of ad-cundem graduates was ten.

*College Terms or Sessions.*

There are two regular terms or sessions held in this institution. The winter session of 1867-68 commences Tuesday, October 15th and continues sixteen weeks. The spring session commences February 10th, 1868, and continues sixteen weeks.

*College Building.*

Temporary buildings at 223 E. 26th street have been secured for college purposes, giving ample facilities for every department of instruction.

*College Library.*

The college library contains about five hundred volumes.

*Fees.*

Matriculation fee, \$5 ; Professors' tickets, \$105 ; Demonstrator fee, \$5 ; Graduation fee, \$5.

ROBERT S. NEWTON, M. D.,

*Dean of the Faculty.*

NEW YORK, November 20th, 1867.

Commission of the Regents for the collegiate year 1866-7.

| COLLEGES.   | Number of professors and tutors. | Number of students, not including medical. | Number of graduates. | Val. of college buildings and grounds. | Tuition & room rent received. | Amount paid for salaries of professors and tutors. |
|---|----------------------------------|--|----------------------|--|-------------------------------|--|
| Columbia College.....                                   | 14                               | 140  | .....                | \$300,000 00                           | \$11,668 50                   | \$55,233 40  |
| do Law Department.....                                  | 5                                | 106  | .....                | .....                                  | .....                         | .....  |
| do School of Mines.....                                 | 10                               | 116  | 4                    | .....                                  | .....                         | .....  |
| Union College.....                                      | 14                               | 142  | 49                   | 37,257 52                              | 6,677 00                      | 12,141 79  |
| Hamilton College.....                                   | 10                               | 174  | 32                   | 150,000 00                             | 9,003 33                      | 9,196 00   |
| Hobart College.....                                     | 12                               | 75   | 8                    | 43,000 00                              | Free.                         | 6,200 00   |
| University of the city of New York.....                 | 13                               | 60   | 15                   | 350,000 00                             | 2,310 90                      | 23,481 69  |
| do Professional, School of Art.....                     | 2                                | .....                                      | .....                | .....                                  | .....                         | .....  |
| do do School of Civ. Engineering and Architecture.....  | 2                                | 8  | 2                    | .....                                  | .....                         | .....  |
| do do School of Analytical and Practical Chemistry..... | 2                                | 26   | 10                   | .....                                  | .....                         | .....  |
| do do School of Law.....                                | 2                                | 25   | 4                    | .....                                  | .....                         | .....  |
| Madison University.....                                 | 9                                | 53   | 18                   | 64,000 00                              | 1,854 76                      | 10,815 23  |
| St. John's College.....                                 | 17                               | 70   | 17                   | 100,000 00                             | .....                         | 10,000 00  |
| Genesee College.....                                    | 5                                | 100  | 10                   | 24,000 00                              | .....                         | 7,200 00   |
| University of Rochester.....                            | 9                                | 100  | 21                   | 77,500 24                              | 45,655 00                     | 12,300 00  |
| University of Albany, Law Department.....               | 2                                | 107  | 104                  | .....                                  | .....                         | .....  |
| Elmira Female College.....                              | 10                               | 64   | 10                   | 185,000 00                             | .....                         | 6,050 00   |
| St. Lawrence University.....                            | 4                                | 39   | 8                    | 38,000 00                              | 601 26                        | 1,765 00   |
| Alfred University.....                                  | 6                                | 66   | .....                | 48,800 00                              | 1,921 00                      | 2,200 00   |
| Ingham University.....                                  | 9                                | 60   | 8                    | 65,000 00                              | .....                         | 6,292 00   |
| St. Stephen's College.....                              | 5                                | 43   | 6                    | 72,800 00                              | .....                         | 5,500 00   |
| College of St. Francis Xavier.....                      | 32                               | 85   | 17                   | 130,000 00                             | .....                         | 12,000 00  |
| Vassar College.....                                     | 10                               | 197  | 4                    | 426,035 02                             | 55,560 75                     | 33,379 42  |
| Manhattan College.....                                  | 15                               | 52   | 4                    | 70,000 00                              | .....                         | 8,100 00   |
| College of the city of New York.....                    | 20                               | 259  | 30                   | 150,000 00                             | .....                         | 98,727 00  |
|   | 247                              | 2,237                                      | *373                 | \$2,176,472 76                         | \$134,151 50                  | \$320,252 30                                       |

\* Exclusive of Columbia College, not stated.

MEDICAL COLLEGES.

| COLLEGES.  | Number of professors. | Number of students. | Number of graduates. | Val. of college buildings and grounds. | Amount of matriculation fees received. | Am't of graduation fees received. |
|--|-----------------------|---------------------|----------------------|--|--|-----------------------------------|
| College of Physicians and Surgeons of the city of New York .....   | 12                    | 305                 | 92                   | \$90,000 00                            | \$1,206 00                             | \$2,820 00                        |
| Geneva Medical College .....                                       | 7                     | 36                  | 18                   | .....                                  | 108 00                                 | 360 00                            |
| Medical Department of the University of the city of New York ..... | 7                     | 209                 | 70                   | .....                                  | .....                                  | .....                             |
| Albany Medical College .....                                       | 8                     | 88                  | 34                   | .....                                  | 440 00                                 | 850 00                            |
| Medical Department of the University of Buffalo .....              | 9                     | 100                 | 40                   | 14,000 06                              | 300 00                                 | 800 00                            |
| Long Island College Hospital.....                                  | 18                    | 119                 | 60                   | 60,000 00                              | 540 00                                 | 1,200 00                          |
| Homœopathic Medical College.....                                   | 13                    | 92                  | 42                   | .....                                  | .....                                  | .....                             |
| New York Medical College and Hospital for Women.....               | 8                     | 19                  | 9                    | .....                                  | .....                                  | 1,000 00                          |
| Eclectic Medical College.....                                      | 8                     | 40                  | 11                   | .....                                  | .....                                  | .....                             |
| New York College of Dentistry .....                                | 7                     | 81                  | 9                    | .....                                  | .....                                  | 4,000 00                          |
|  | 97                    | 1,039               | 375                  | \$164,000 06                           | \$2,594 00                             | \$11,030 00                       |

I. LITERARY AND SCIENTIFIC COLLEGES.

| No. | NAME.                                | Location.                      | Date of Charter. | Incorporated by the | Remarks.  |
|-----|--------------------------------------|--------------------------------|------------------|---------------------|---|
| 1   | Alfred University .....              | Alfred, Allegany Co.....       | March 28, 1857   | Legislature ..      | Formerly the New York Free Academy.<br><br>Incorporated as "The Governors of the College of the Province of New York," and commonly known as King's College, until May 1, 1784, at which time the name was changed to Columbia College.<br><br>Incorporated as Geneva College; name changed to Hobart Free College, April 10, 1852, and to Hobart College, March 27, 1860.<br><br>Formerly the Ingham Collegiate Institute. |
| 2   | College of the City of New York..... | New York city .....            | March 30, 1866   | Legislature ..      |   |
| 3   | College of St. Francis Xavier.....   | New York city .....            | Jan. 10, 1861    | Regents .....       |   |
| 4   | Columbia College .....               | New York city .....            | Oct. 31, 1751    | Colonial Gov't      |   |
| 5   | Cornell University .....             | Ithaca, Tompkins Co.....       | April 27, 1865   | Legislature ..      | In the act of incorporation no location is fixed.<br>Formerly the Rutgers Female Institute.   |
| 6   | Elmira Female College .....          | Elmira, Chemung Co. ....       | April 13, 1855   | Legislature ..      |   |
| 7   | Genesee College.....                 | Lima, Livingston Co.....       | Feb. 27, 1849    | Legislature ..      |   |
| 8   | Hamilton College .....               | Clinton, Oneida Co. ....       | May 26, 1812     | Regents .....       |   |
| 9   | Hobart College.....                  | Geneva, Ontario Co.....        | April 5, 1824    | Regents .....       | Only Law Department organized.<br>Literary, Scientific, Law and Medical Departments organized.<br>Only Medical Department organized.<br>Incorporated as the Vassar Female College; name changed February 1, 1867.   |
| 10  | Ingham University .....              | Le Roy, Genesee county .....   | April 3, 1857    | Legislature ..      |   |
| 11  | Madison University.....              | Hamilton, Madison Co. ....     | March 26, 1846   | Legislature ..      |   |
| 12  | Manhattan College.....               | New York city .....            | April 2, 1863    | Regents .....       |   |
| 13  | Place College.....                   | .....                          | April 22, 1867   | Legislature ..      | Only Law Department organized.<br>Literary, Scientific, Law and Medical Departments organized.<br>Only Medical Department organized.<br>Incorporated as the Vassar Female College; name changed February 1, 1867.   |
| 14  | Rutgers Female College.....          | New York city .....            | April 11, 1867   | Legislature ..      |   |
| 15  | St. John's College.....              | Fordham, Westchester Co. ....  | April 10, 1840   | Legislature ..      |   |
| 16  | St. Lawrence University.....         | Canton, St. Lawrence Co. ....  | April 3, 1856    | Legislature ..      |   |
| 17  | St. Stephen's College.....           | Annandale, Dutchess Co.....    | March 20, 1860   | Legislature ..      | Only Law Department organized.<br>Literary, Scientific, Law and Medical Departments organized.<br>Only Medical Department organized.<br>Incorporated as the Vassar Female College; name changed February 1, 1867.   |
| 18  | Union College.....                   | Schenectady, Schenectady Co..  | Feb. 25, 1795    | Regents .....       |   |
| 19  | University of Albany.....            | Albany, Albany Co.....         | April 17, 1851   | Legislature ..      |   |
| 20  | University of the City of New York.. | New York city .....            | April 18, 1831   | Legislature ..      |   |
| 21  | University of Rochester .....        | Rochester, Monroe Co.....      | May 8, 1846      | Legislature ..      | Only Law Department organized.<br>Literary, Scientific, Law and Medical Departments organized.<br>Only Medical Department organized.<br>Incorporated as the Vassar Female College; name changed February 1, 1867.   |
| 22  | University of Buffalo.....           | Buffalo, Erie Co.....          | May 11, 1846     | Legislature ..      |   |
| 23  | Vassar College.....                  | Poughkeepsie, Dutchess Co. . . | Jan. 11, 1861    | Legislature ..      |   |

Whole number, 23; incorporated by the Regents, 5; by the Legislature, 17; by the Colonial Government, and reincorporated by the Legislature, 1, (Columbia College).

II. MEDICAL COLLEGES, ETC.

| No. | NAME.  | Location.            | Date of charter. | Incorporated by the | Remarks.   |
|-----|--|----------------------|------------------|---------------------|--|
| 24  | Albany Medical College.....                      | Albany, Albany Co.   | Feb. 16, 1839    | Legislature..       | For the education of druggists; does not report. Degrees conferred by Columbia College.<br><br>Organized as the Medical Institution of Geneva College, and afterwards known for a time as the Medical Department of Hobart College. Present name fixed by act of March 15, 1861.<br><br><br><br><br><br><br><br>Incorporated as the New York Medical College for Women. Name changed to the New York Medical College for Women and Hospital for Women and Children, April 19, 1864, and to the New York Medical College and Hospital for Women, June 12, 1866. |
| 25  | Bellevue Hosp. Med. Coll. of the City of N. Y.   | New York city .....  | April 3, 1861    | Legislature..       |  |
| 26  | College of Pharmacy of the City of New York..    | New York city .....  | April 25, 1831   | Legislature..       |  |
| 27  | Coll. of Phy. and Surg. of the City of N. Y..... | New York city .....  | March 10, 1807   | Regents .....       |  |
| 28  | Eclectic Medical College .....                   | New York city .....  | April 22, 1865   | Legislature..       |  |
| 29  | Geneva Medical College.....                      | Geneva, Ontario Co.  | March 27, 1835   | Legislature..       |  |
| 30  | Homoeopathic Med. Coll. of the State of N. Y..   | New York city .....  | April 12, 1860   | Legislature..       |  |
| 31  | Jefferson Medical College .....                  | Watertown, Jeff. Co. | April 23, 1867   | Legislature..       |  |
| 32  | Long Island Coll. Hosp. of the City of Brooklyn. | Brooklyn, Kings Co.  | March 6, 1858    | Legislature..       |  |
| 33  | Med. Department of the University of Buffalo.    | Buffalo, Erie Co.... | May 11, 1846     | Legislature..       | Incorporated as the New York Medical College for Women. Name changed to the New York Medical College for Women and Hospital for Women and Children, April 19, 1864, and to the New York Medical College and Hospital for Women, June 12, 1866.   |
| 34  | Med. Dep. of the University of the City of N. Y. | New York city .....  | Feb. 11, 1837    | Legislature..       |  |
| 35  | New York College of Dentistry.....               | New York city .....  | March 31, 1865   | Legislature..       |  |
| 36  | New York Med. College and Hosp. for Women..      | New York city .....  | April 14, 1863   | Legislature..       |  |

Whole number, 13; incorporated by the Regents, 1; by the Legislature, 12.

III. **Names.**  
The following colleges have been incorporated, but have not been organised, or have ceased to exist, or have failed for some time past to make any report of their condition to the Regents.

| No. | NAME.   | Location.                  | Date of Charter. | Incorporated by the | Remarks.   |
|-----|---|----------------------------|------------------|---------------------|--|
| 37  | American College of Medical Science.....                        | New York city .....        | April 2, 1858    | Legislature .       | Conditions of provisional charter not fulfilled.   |
| 38  | Auburn College.....   | Auburn, Cayuga Co.....     | Feb. 26, 1836    | Regents ....        | Not organized.   |
| 39  | Auburn Female University.....                                   | Auburn, Cayuga Co.....     | Jan. 29, 1852    | Regents ....        | Conditions of provisional charter not fulfilled.   |
| 40  | Brockport College.....  | Brockport, Monroe Co....   | March 4, 1836    | Regents ....        | Not organized.   |
| 41  | Buffalo College.....  | Buffalo, Erie Co.....      | April 18, 1859   | Legislature .       | Conditions of provisional charter not fulfilled.   |
| 42  | Clinton College.....  | Fairfield, Herkimer Co.... | March 25, 1816   | Regents ....        |  |
| 43  | College of Physicians and Surgeons of the Western District..... | Fairfield, Herkimer Co.... | June 12, 1812    | Regents ....        | Commonly known as the Fairfield Medical College, and highly flourishing for many years.                            |
| 44  | Excelsior Medical College.....                                  | New York city .....        | April 16, 1857   | Legislature .       | Not organized.   |
| 45  | Flushing Female College.....                                    | Flushing, Queens Co.....   | April 6, 1857    | Legislature .       | Formerly St. Thomas' Hall.   |
| 46  | Ithaca College .....  | Ithaca, Tompkins Co .....  | April 10, 1822   | Regents ....        | Conditions of provisional charter not fulfilled.   |
| 47  | Medical Department of Columbia College..                        | New York city .....        | 1792             | .....               | Organized under the College charter, and merged in the College of Physicians and Surgeons of the city of New York. |
| 48  | Metropolitan Medical College.....                               | New York city .....        | March 28, 1857   | Legislature .       | Charter repealed, April 12, 1862.  |
| 49  | New York Central College Association.....                       | McGrawville, Cortland Co.  | April 17, 1851   | Legislature .       | Property now owned and occupied by the New York Central Academy.   |
| 50  | New York College of Dental Surgery .....                        | Syracuse, Onondaga Co ...  | April 13, 1852   | Legislature .       |  |
| 51  | New York Law College .....                                      | New York city .....        | March 30, 1858   | Legislature .       |  |
| 52  | New York State Agricultural College.....                        | Ovid, Seneca Co.....       | April 15, 1853   | Legislature .       | Property now occupied as "The Willard Insane Asylum."  |
| 53  | People's College .....  | Havana, Schuylcr Co.....   | April 12, 1853   | Legislature .       | Not organized.   |
| 54  | Richmond College.....   | —, Richmond Co.....        | April 18, 1838   | Legislature .       |  |
| 55  | St. Paul's College, The Proprietors of. ...                     | Flushing, Queens Co .....  | May 9, 1840      | Legislature .       |  |
| 56  | Troy University.....  | Troy, Rensselaer Co .....  | April 12, 1855   | Regents ....        | Conditions of provisional charter not fulfilled.   |
| 57  | University of Western New York.....                             | Buffalo, Erie County ..... | April 8, 1836    | Legislature .       | Not organized.   |
| 58  | Washington College .....  | —, Richmond Co .....       | Jan. 27, 1817    | Regents ....        | Conditions of provisional charter not fulfilled.   |
| 59  | Westminister College.....                                       | Buffalo, Erie Co.....      | April 17, 1851   | Legislature .       | Not organized.   |

Whole number (in addition to Medical Department of Columbia College), 22; incorporated by the Regents, 8, of which seven were provisional; by the Legislature, 14.

"An act to incorporate the De Veaux College for orphan and destitute children," was passed April 15, 1853, and an institution adopting that name (which is found only in the title of the act) has been established at Suspension Bridge, in Niagara county.

It reports annually to the Legislature, but holds none of the special rights and privileges usually conferred upon incorporated colleges.

Several corporations claiming to be collegiate or academic organizations, have filed certificates in the office of the Secretary of State, under the provisions of chapter 319, of the Laws of 1848, entitled "An act for the incorporation of benevolent, charitable, scientific and missionary societies," but none of these have been reported to the Regents.

The following is a list of these institutions :

American College of Pharmacy, Syracuse, January 22, 1851.

Brooklyn Academy of Medicine, Brooklyn, May 30, 1861.

Buffalo College of St. Joseph, Buffalo, March 12, 1851.

Central Medical College Association, Rochester, March 20, 1851.

German Martin Luther College, Buffalo, July 1, 1853.

Hahneman Academy of Medicine, New York, December 8, 1851.

Metropolitan Medical College, New York, July 2, 1852.

New York Central College, McGrawville, December 6, 1848.

Randolph Eclectic Medical Institute, Randolph, Aug. 21, 1851.

Syracuse Medical College Association, Syracuse, Dec. 5, 1851.

St. Paul's College, New York, November 12, 1851.

Union Homœopathic Medical Academy of the State of New York, Dundee, November 25, 1852.

Western Medical College, Jamestown, April 17, 1851.

Woman's College of Physicians and Surgeons, New York, June 14, 1865.

Penn Yan Female Academy, Penn Yan, April 29, 1853.

Rochester Christian Brothers Academy and Seminary, Rochester, July 18, 1857.

Seminary of Our Lady of the Angels, Niagara county, February 27, 1861.

## II. ABSTRACTS OF REPORTS OF ACADEMIES.

### SCHEDULE No. 1.

*List of all Academies incorporated in this State by the Regents and by the Legislature, with the location and date of charter of each.*

| Number. | NAME.                                    | Location.                      | Incorporated by Legislature. | Incorporated by Regents, or received under visitation. | Remarks.   |
|---------|--|--------------------------------|------------------------------|--|--|
| 1       | Academy of Our Lady of the Cataract..... | Niagara Falls, Niagara Co....  | April 10, 1866               | .....  |  |
| 2       | Academy of the Sacred Heart.....         | Rochester, Monroe Co.....      | April 11, 1849               | .....  |  |
| 3       | Adams Collegiate Institute*.....         | Adams, Jefferson Co.....       | .....                        | April 22, 1855   |  |
| 4       | Addison Academy.....                     | Addison, Steuben Co.....       | .....                        | Feb. 8, 1849   |  |
| 5       | Albany Academy.....                      | Albany, Albany Co.....         | .....                        | March 4, 1813  |  |
| 6       | Albany Female Academy.....               | Albany, Albany Co.....         | Feb. 16, 1821                | Jan. 29, 1828  |  |
| 7       | Albany Female Seminary.....              | Albany, Albany Co.....         | April 9, 1828                | April 16, 1828   |  |
| 8       | Albany Pearl Street Academy*.....        | Albany, Albany Co.....         | April 23, 1836               | .....  |  |
| 9       | Albion Academy.....                      | Albion, Orleans Co.....        | May 1, 1837                  | Feb. 27, 1841  |  |
| 10      | Alexander Classical School*.....         | Alexander, Genesee Co.....     | May 6, 1834                  | Feb. 5, 1839   |  |
| 11      | Alfred Academy.....                      | Alfred, Allegany Co.....       | .....                        | Jan. 31, 1843  |  |
| 12      | Amenia Seminary.....                     | Amenia, Dutchess Co.....       | .....                        | March 29, 1836   | Now conducted as a private school.                           |
| 13      | Ames Academy.....                        | Ames, Montgomery Co.....       | April 22, 1837               | Feb. 5, 1839   | Name changed from Amsterdam Female Seminary, April 27, 1865. |
| 14      | Amsterdam Academy.....                   | Amsterdam, Montgomery Co..     | March 29, 1839               | Feb. 16, 1841  | Name changed to Amsterdam Academy, April 27, 1865.           |
| 15      | Amsterdam Female Seminary†.....          | Amsterdam, Montgomery Co..     | March 29, 1839               | Feb. 16, 1841  |  |
| 16      | Andes Collegiate Institute.....          | Andes, Delaware Co.....        | .....                        | July 3, 1862   |  |
| 17      | Angelica Academy*.....                   | Angelica, Allegany Co.....     | May 12, 1836                 | .....  |  |
| 18      | Angelica Academy.....                    | Angelica, Allegany Co.....     | .....                        | Oct. 31, 1859  |  |
| 19      | Antwerp Liberal Literary Institute.....  | Antwerp, Jefferson Co.....     | .....                        | Feb. 1, 1856   |  |
| 20      | Arcade Academy.....                      | Arcade (China P. O.), Wy'g Co. | .....                        | Feb. 20, 1862  |  |
| 21      | Argyle Academy.....                      | Argyle, Washington Co.....     | .....                        | May 4, 1841  |  |
| 22      | Astoria Institute*.....                  | Astoria, Queens Co.....        | .....                        | Feb. 13, 1844  |  |

\* Not reporting to the Regents, and regarded as extinct.

† Name obsolete.



SCHEDULE No. 1—Continued.

| Number. | NAME.   | Location.                        | Incorporated by Legislature. | Incorporated by Regents, or received under visitation. | Remarks.  |
|---------|---|----------------------------------|------------------------------|--|---|
| 23      | Attica Union School .....                       | Attica, Wyoming Co.....          | .....                        | Jan. 10, 1867  | Org'd under ch. 433, Laws of 1853.                              |
| 24      | Auburn Academy†.....                            | Auburn, Cayuga Co.....           | .....                        | Feb. 14, 1815  | Merged in A. Acad. High School.                                 |
| 25      | Auburn Academic High School.....                | Auburn, Cayuga Co.....           | March 19, 1866               | .....  | See ch. 176, § 3, Laws of 1866.                                 |
| 26      | Auburn Female Seminary*.....                    | Auburn, Cayuga Co.....           | April 18, 1838               | .....  |   |
| 27      | Augusta Academy .....                           | Augusta, Oneida Co.....          | .....                        | Feb. 11, 1840  |   |
| 28      | Aurora Academy.....                             | East Aurora, Erie Co.....        | April 16, 1838               | Feb. 28, 1842  | Name changed from Aurora Manual Labor Seminary, April 16, 1838. |
| 29      | Aurora Manual Labor Seminary† .....             | Aurora, Erie Co.....             | April 30, 1833               | Jan. 29, 1839  | Name changed to Aurora Academy, April 16, 1838.                 |
| 30      | Avon Academy* .....                             | Avon, Livingston Co.....         | April 30, 1836               | Jan. 29, 1839  | Organiz'd under ch. 94, Laws of 1864.                           |
| 31      | Baldwinsville Academy .....                     | Baldwinsville, Onondaga Co....   | .....                        | Feb. 27, 1841  |   |
| 32      | Ball Seminary*.....                             | Hoosick Falls, Rensselaer Co.... | .....                        | July 27, 1864  |   |
| 33      | Ballston Academy* .....                         | Ballston, Saratoga Co.....       | .....                        | April 11, 1843   |   |
| 34      | Batavia Female Academy*.....                    | Batavia, Genesee Co.....         | .....                        | March 21, 1808   |   |
| 35      | Batavia Union School .....                      | Batavia, Genesee Co.....         | March 5, 1838                | Feb. 5, 1839   | Organized under ch. 433, Laws of 1853.                          |
| 36      | Bedford Academy* .....                          | Bedford, Westchester Co.....     | April 8, 1826                | .....  |   |
| 37      | Bedford Female Institute .....                  | Bedford, Westchester Co.....     | .....                        | April 12, 1855   |   |
| 38      | Bernville Academy and Female Seminary*.....     | Bern, Albany Co.....             | March 8, 1833                | .....  |   |
| 39      | Bethany Academy* .....                          | Bethany, Genesee Co.....         | March 29, 1841               | .....  |   |
| 40      | Binghamton Academy .....                        | Binghamton, Broome Co.....       | .....                        | Feb. 28, 1842  | See ch. 322, Laws of 1861.                                      |
| 41      | Black River Literary and Religious Institute†.  | Watertown, Jefferson Co.....     | May 25, 1836                 | Aug. 23, 1842  | Name changed to Jefferson County Institute, May 12, 1846.       |
| 42      | Blooming Grove Academy*.....                    | Blooming Grove, Oneida Co....    | .....                        | Jan. 30, 1838  |   |
| 43      | Bridgewater Academy* .....                      | Bridgewater, Oneida Co.....      | .....                        | April 1, 1811  |   |
| 44      | Brockport Collegiate Institute.....             | Brockport, Monroe Co.....        | April 8, 1826                | April 16, 1828   | Merged in Brockport Normal School, 1867.                        |
| 45      | Brookfield Academy .....                        | Brookfield, Madison Co.....      | .....                        | Feb. 15, 1842  |   |
| 46      | Brooklyn Collegiate and Polytechnic Institute.  | Brooklyn, Kings Co.....          | .....                        | April 17, 1847   |   |
| 47      | Brooklyn Collegiate Institute for Young Ladies* | Brooklyn, Kings Co.....          | .....                        | April 7, 1854  |   |
| 48      | Brooklyn Female Academy† .....                  | Brooklyn, Kings Co.....          | April 23, 1829               | .....  | Merged in Packer Collegiate Institute.                          |
|         |   |                                  | May 8, 1845                  | Jan. 14, 1847  |   |

|    |   |                                |                |                |   |
|----|---|--------------------------------|----------------|----------------|---|
| 55 | Buffalo Literary and Scientific Academy*..... | Buffalo, Erie Co.....          | April 17, 1827 | .....          | & Scientific Acad'y, Feb. 12, 1830.<br>Name changed from Buffalo High School Association, Feb. 12, 1830.<br>Dissolved by act of April 21, 1946. |
| 56 | Cambridge Washington Academy .....            | Cambridge, Washington Co.....  | .....          | March 30, 1815 |   |
| 57 | Canajoharie Academy.....                      | Canajoharie, Montgomery Co..   | April 13, 1826 | Feb. 26, 1828  |   |
| 58 | Canandaigua Academy.....                      | Canandaigua, Ontario Co.....   | .....          | March 4, 1795  |   |
| 59 | Canisteo Academy .....                        | Canisteo, Steuben Co.....      | .....          | March 16, 1868 |   |
| 60 | Canton Academy .....                          | Canton, St. Lawrence Co.....   | April 24, 1837 | Jan. 23, 1840  |   |
| 61 | Carlisle Seminary* .....                      | Carlisle, Schoharie Co .....   | .....          | Oct. 20, 1853  |   |
| 62 | Cary Collegiate Seminary .....                | Oakfield, Genesee Co.....      | .....          | May 16, 1845   |   |
| 63 | Catskill Academy* .....                       | Catskill, Greene Co.....       | .....          | March 12, 1804 |   |
| 64 | Catskill Classical School*.....               | Catskill, Greene Co.....       | April 25, 1832 | .....          | Not organized.  |
| 65 | Catskill Female Seminary*.....                | Catskill, Greene Co.....       | March 24, 1820 | .....          | Org'd under ch. 433, Laws of 1853.  |
| 66 | Catskill Union Free School .....              | Catskill, Greene Co.....       | .....          | Jan. 10, 1868  | Name changed to Cayuga Lake Academy, January 13, 1860.  |
| 67 | Cayuga Academy† .....                         | Aurora, Cayuga Co.....         | .....          | March 23, 1801 | Name changed from Cayuga Academy, January 13, 1860.   |
| 68 | Cayuga Lake Academy.....                      | Aurora, Cayuga Co.....         | .....          | March 23, 1801 | Name changed from Randolph Academy, January 13, 1860.   |
| 69 | Chamberlain Institute .....                   | Randolph, Cattaraugus Co ..... | .....          | Jan. 24, 1851  | Name changed from Randolph Academy Association, April 11, 1866.   |
| 70 | Champlain Academy .....                       | Champlain, Clinton Co.....     | .....          | Aug. 23, 1842  | Not organized.  |
| 71 | Chautauqua Collegiate Institute*.....         | Stockton, Chautauqua Co.....   | .....          | April 21, 1857 | Property sold on mortgage, 1858.  |
| 72 | Cherry Valley Academy*.....                   | Cherry Valley, Otsego Co.....  | .....          | Feb. 8, 1796   |   |
| 73 | Chester Academy.....                          | Chester, Orange Co. ....       | .....          | Feb. 27, 1844  |   |
| 74 | Cincinnatus Academy .....                     | Cincinnatus, Cortland Co.....  | .....          | April 21, 1857 |   |
| 75 | Clarence Academy.....                         | Clarence, Erie Co .....        | .....          | Oct. 12, 1854  |   |
| 76 | Clarkson Academy*.....                        | Clarkson, Monroe Co.....       | .....          | March 17, 1835 |   |
| 77 | Clarkson High School .....                    | Clarkson, Monroe Co.....       | April 6, 1859  | .....          |   |
| 78 | Claverack Academy*.....                       | Claverack, Columbia Co.....    | April 25, 1831 | Feb. 5, 1839   |   |
| 79 | Claverack Academy and Hudson River Institute  | Claverack, Columbia Co.....    | .....          | June 14, 1854  |   |
| 80 | Clermont Academy* .....                       | Clermont, Columbia Co .....    | April 26, 1834 | Feb. 26, 1839  |   |
| 81 | Clinton Academy .....                         | East Hampton, Suffolk Co ..... | .....          | Nov. 17, 1787  |   |
| 82 | Clinton Grammar School.....                   | Clinton, Oneida Co.....        | March 28, 1817 | Feb. 26, 1828  |   |
| 83 | Clinton Liberal Institute .....               | Clinton, Oneida Co.....        | April 29, 1834 | March 29, 1836 |   |
| 84 | Clinton Seminary* .....                       | Clinton, Oneida Co .....       | .....          | Feb. 15, 1842  | Oldest Academy in the State.  |

• Not reporting to the Regents, and regarded as extinct.

† Name obsolete.

## SCHEDULE No. 1—Continued.

| Number. | NAME.  | Location.                        | Incorporated by Legislature. | Incorporated by Regents, or received under visitation. | Remarks.                                 |
|---------|--|----------------------------------|------------------------------|--|--|
| 85      | Clover Street Seminary*.....                       | Brighton, Monroe Co.....         | April 7, 1848                | Feb. 23, 1849  | Not organized.                           |
| 86      | Collegiate Institute of the City of New York*..... | New York city.....               | July 10, 1851                | .....  |  |
| 87      | Collinsville Institute*.....                       | West Turin, Lewis Co.....        | May 2, 1837                  | .....  | Conducted as a private school.           |
| 88      | Columbia Academy*.....                             | Kinderhook, Columbia Co.....     | .....                        | March 13, 1797   |  |
| 89      | Cooper Institute.....                              | New York city.....               | Feb. 15, 1857                | .....  |  |
| 90      | Cooperstown Female Academy*.....                   | Cooperstown, Otsego Co.....      | April 15, 1822               | .....  |  |
| 91      | Cooperstown Seminary and Female Col. Inst..        | Cooperstown, Otsego Co.....      | .....                        | June 14, 1854  |  |
| 92      | Corning Free Academy.....                          | Corning, Steuben County.....     | April 13, 1859               | March 1, 1860  |  |
| 93      | Cortland Academy.....                              | Homer, Cortland Co.....          | .....                        | Feb. 2, 1819   |  |
| 94      | Cortland Female Seminary*.....                     | Cortlandville, Cortland Co.....  | April 18, 1828               | .....  |  |
| 95      | Cortlandville Academy.....                         | Cortlandville, Cortland Co.....  | .....                        | Jan. 31, 1843  |  |
| 96      | Coxsackie Academy*.....                            | Coxsackie, Greene Co.....        | May 5, 1837                  | Feb. 5, 1839   |  |
| 97      | Coxsackie Academy.....                             | Coxsackie, Greene Co.....        | .....                        | April 2, 1863  | Organized under chap. 555, Laws of 1864. |
| 98      | Danaville Seminary.....                            | Danaville, Livingston Co.....    | .....                        | Jan. 14, 1858  |  |
| 99      | De Lancey Institute*.....                          | Hampton, Oneida Co.....          | .....                        | April 13, 1842   |  |
| 100     | Delaware Academy.....                              | Delhi, Delaware Co.....          | .....                        | Feb. 2, 1820   |  |
| 101     | Delaware Literary Institute.....                   | Franklin, Delaware Co.....       | April 23, 1835               | Jan. 29, 1839  |  |
| 102     | Deposit Academy.....                               | Deposit Broome Co.....           | .....                        | April 9, 1867  |  |
| 103     | De Ruyter Institute*.....                          | De Ruyter, Madison Co.....       | March 30, 1836               | Jan. 30, 1838  |  |
| 104     | De Ruyter Institute.....                           | De Ruyter, Madison Co.....       | .....                        | Dec. 3, 1847   |  |
| 105     | Dover Academy*.....                                | Dover, Dutchess Co.....          | May 9, 1835                  | .....  |  |
| 106     | Dundee Academy.....                                | Dundee, Yates Co.....            | .....                        | March 22, 1855   |  |
| 107     | Dunkirk Academy*.....                              | Dunkirk, Chautauqua Co.....      | May 1, 1837                  | .....  |  |
| 108     | Dutchess County, Academy of.....                   | Poughkeepsie, Dutchess Co.....   | .....                        | Feb. 1, 1792   |  |
| 109     | East Bloomfield Academy.....                       | East Bloomfield, Ontario Co..... | April 9, 1838                | Jan. 23, 1840  |  |
| 110     | East Genesee Conference Seminary.....              | Ovid, Seneca Co.....             | .....                        | Feb. 11, 1864  |  |
| 111     | Eastern Collegiate Inst. of the City of N. Y.*     | New York city.....               | May 7, 1844                  | .....  |  |
| 112     | Egberts Institute.....                             | Cohoes, Albany Co.....           | May 2, 1864                  | .....  |  |
| 113     | Elizabethtown Union Free School.....               | Elizabethtown, Essex Co.....     | .....                        | Jan. 10, 1867  |  |
| 114     | Ellenville High School*.....                       | Ellenville, Ulster Co.....       | .....                        | April 17, 1850   | Organized under chap. 555, Laws of 1864. |
| 115     | Ellington Academy.....                             | Ellington, Chautauqua Co.....    | .....                        | Feb. 11, 1853  |  |

|     |  |  |                |                |   |
|-----|--|--|----------------|----------------|---|
| 116 | <i>Elmira Academy</i> .....                            | <i>Elmira, Chemung Co.</i> .....       | .....          | March 31, 1840 |   |
| 117 | <i>Elmira Free Academy</i> .....                       | <i>Elmira, Chemung Co.</i> .....       | April 4, 1859  | Jan. 9, 1863   | See No. 81.   |
| 118 | <i>Elmira Collegiate Seminary</i> .....                | <i>Elmira, Chemung Co.</i> .....       | .....          | Oct. 20, 1853  |   |
| 119 | <i>Erasmus Hall</i> .....                              | <i>Flatbush, Kings Co.</i> .....       | .....          | Nov. 17, 1787  |   |
| 120 | <i>Essex County Academy</i> .....                      | <i>Westport, Essex Co.</i> .....       | May 1, 1834    | March 6, 1838  | Name changed from Peterboro' Academy, Dec. 1, 1864.   |
| 121 | <i>Evans Academy</i> .....                             | <i>Peterboro', Madison Co.</i> .....   | .....          | Jan. 28, 1853  |   |
| 122 | <i>Fairfield Academy</i> .....                         | <i>Fairfield, Herkimer Co.</i> .....   | .....          | March 15, 1803 |   |
| 123 | <i>Falley Seminary</i> .....                           | <i>Fulton, Oswego Co.</i> .....        | .....          | March 5, 1867  |   |
| 124 | <i>Falley Sem. of the Black River Conference</i> ..    | <i>Fulton, Oswego Co.</i> .....        | May 25, 1836   | Feb. 5, 1839   | Name changed from Fulton Acad. April 11, 1849. Merged in Falley Seminary.   |
| 125 | <i>Farmers' Hall</i> .....                             | <i>Goshen, Orange Co.</i> .....        | .....          | March 26, 1790 |   |
| 126 | <i>Fayetteville Academy</i> .....                      | <i>Fayetteville, Onondaga Co.</i> ..   | May 4, 1837    | Feb. 5, 1839   |   |
| 127 | <i>Fayetteville Seminary</i> .....                     | <i>Fayetteville, Onondaga Co.</i> ..   | .....          | April 21, 1857 |   |
| 128 | <i>Female Academy of the Sacred Heart</i> .....        | <i>New York city</i> .....             | July 9, 1851   | .....          |   |
| 129 | <i>Female Academy of the Sacred Heart</i> .....        | <i>Albany, Albany Co.</i> .....        | Mar. 19, 1861  | .....          |   |
| 130 | <i>Female Academy of the Sacred Heart</i> .....        | <i>Rochester, Monroe Co.</i> .....     | April 15, 1858 | .....          |   |
| 131 | <i>Fishkill Education Society</i> .....                | <i>Fishkill, Dutchess Co.</i> .....    | May 11, 1835   | .....          |   |
| 132 | <i>Fishkill Female Seminary and Col. Institute</i> ..  | <i>Fishkill, Dutchess Co.</i> .....    | April 15, 1857 | .....          |   |
| 133 | <i>Flushing Institute</i> .....                        | <i>Flushing, Queens Co.</i> .....      | April 16, 1827 | .....          |   |
| 134 | <i>Fonda Academy</i> .....                             | <i>Fonda, Montgomery Co.</i> .....     | May 13, 1845   | Oct. 11, 1845  | Organized under chap. 433, Laws of 1853.  |
| 135 | <i>Forestville Free Academy and Union School</i> ..    | <i>Forestville, Chautauqua Co.</i> ..  | .....          | Jan. 10, 1867  |   |
| 136 | <i>Fort Covington Academy</i> .....                    | <i>Fort Covington, Franklin Co.</i> .. | April 21, 1831 | April 21, 1831 | Re-organized by act ch. 155, Laws 1853; Acad. Depart. U. School.  |
| 137 | <i>Fort Edward Collegiate Institute</i> .....          | <i>Fort Edward, Washington Co.</i> ..  | .....          | July 6, 1854   | Name changed from Wash. Co. Sem. and Col. Inst., Jan. 13, 1865.   |
| 138 | <i>Fort Plain Seminary and Female Col. Inst.</i> ..... | <i>Fort Plain, Montgomery Co.</i> ..   | .....          | Oct. 20, 1853  | See chapter 7, Laws of 1867.  |
| 139 | <i>Franklin Academy</i> .....                          | <i>Malone, Franklin Co.</i> .....      | .....          | April 28, 1831 |   |
| 140 | <i>Franklin Academy</i> .....                          | <i>Prattsburgh, Steuben Co.</i> .....  | .....          | Feb. 23, 1824  |   |
| 141 | <i>Fredonia Academy</i> .....                          | <i>Fredonia, Chautauqua Co.</i> .....  | Nov. 24, 1824  | Feb. 23, 1830  |   |
| 142 | <i>Friends' Academy</i> .....                          | <i>Union Springs, Cayuga Co.</i> ..... | .....          | Jan. 13, 1860  |   |
| 143 | <i>Friendship Academy</i> .....                        | <i>Friendship, Allegany Co.</i> .....  | .....          | Feb. 8, 1849   | Name changed from Fulton Fem. Sem., April 11, 1842; and to Falley Sem. of Black River Conference, April 11, 1849. |
| 144 | <i>Fulton Academy</i> .....                            | <i>Fulton, Oswego Co.</i> .....        | May 25, 1836   | Feb. 5, 1839   | Name changed to Fulton Academy, April 11, 1842.   |
| 145 | <i>Fulton Female Seminary</i> .....                    | <i>Fulton, Oswego Co.</i> .....        | May 25, 1836   | Feb. 5, 1839   |   |

\* Not reporting to the Regents, and regarded as extinct.

† Name obsolete.

SCHEDULE No. 1—Continued.

| LINE | NAME.   | Location.                     | Incorporated by<br>Legislature.   | Incorporated by<br>Regents, or<br>received un-<br>der visitation. | Remarks.  |
|------|---|-------------------------------|-----------------------------------|---|---|
| 146  | Gaines Academy* .....                           | Gaines, Orleans Co.....       | April 14, 1827                    | Jan. 26, 1830   |   |
| 147  | Galway Academy* .....                           | Galway, Saratoga Co.....      | May 26, 1836                      | Jan. 29, 1839   |   |
| 148  | Galway Academy* .....                           | Galway, Saratoga Co.....      | .....                             | Oct. 11, 1846   |   |
| 149  | Genesee Seminary* .....                         | Batavia, Genesee Co.....      | May 11, 1835                      | .....   |   |
| 150  | Genesee Conference Seminary† .....              | Pike, Wyoming Co.....         | .....                             | Feb. 1, 1856  | Name changed to Pike Seminary,<br>Oct. 13, 1859.  |
| 151  | Genesee Manual Labor Seminary* .....            | Bethany, Genesee Co.....      | { April 13, 1832<br>Mar. 27, 1834 | .....   |   |
| 152  | Genesee Valley Seminary .....                   | Belfast, Allegany Co.....     | .....                             | Jan. 8, 1857  |   |
| 153  | Genesee Wesleyan Seminary .....                 | Lima, Livingston Co.....      | April 30, 1838                    | March 9, 1836   |   |
| 154  | Genesee and Wyoming Seminary .....              | Alexander, Genesee Co.....    | .....                             | March 27, 1845  |   |
| 155  | Geneseo Academy.... ..                          | Geneseo, Livingston Co.....   | March 10, 1827                    | Feb. 7, 1829  | Name changed from Livingston Co.<br>High School Asj'n, May 13, 1846.<br>Merged in Geneva College, 1824. |
| 156  | Geneva Academy* .....                           | Geneva, Ontario Co.....       | .....                             | March 29, 1813  |   |
| 157  | Geneva Classical and Union School .....         | Geneva, Ontario Co.....       | April 15, 1853                    | Feb. 10, 1854   |   |
| 158  | Genoa Academy* .....                            | Genoa, Cayuga Co.....         | .....                             | Feb. 4, 1847  |   |
| 159  | German-American School of Morrisania .....      | Morrisania, Westchester Co... | .....                             | March 2, 1865   |   |
| 160  | Gilbertsville Academy and Collegiate Institute, | Butternuts, Otsego Co.....    | .....                             | May 4, 1841   |   |
| 161  | Glen's Falls Academy.... ..                     | Glen's Falls, Warren Co.....  | .....                             | Jan. 12, 1842   |   |
| 162  | Gloversville Union Seminary .....               | Gloversville, Fulton Co.....  | .....                             | Jan. 11, 1855   |   |
| 163  | Gouverneur High School† .....                   | Gouverneur, St. Lawrence Co.. | April 5, 1828                     | Feb. 19, 1829   | Name changed to Gouverneur Wes-<br>leyan Seminary, April 24, 1840.                                      |
| 164  | Gouverneur Wesleyan Seminary .....              | Gouverneur, St. Lawrence Co.. | April 5, 1828                     | Feb. 19, 1829   | Name changed from Gouverneur<br>[High School, April 24, 1840.   |
| 165  | Gowanda Union School .....                      | Gowanda, Cattaraugus Co....   | April 29, 1863                    | .....   |   |
| 166  | Grammar School of Columbia College* .....       | New York city.....            | .....                             | April 17, 1838  |   |

| 173 | <i>Griffith Academy</i> }<br>.....<br>Identical.     | <i>Springville, Erie Co.</i> .....         | <i>March 19, 1827</i> | <i>Jan. 26, 1830</i>  | Name changed by the Regents<br>from Springville<br>Academy,<br>March 2, 1866.<br>Name changed by the Legislature<br>from Springville<br>Academy,<br>March 16, 1866. |
|-----|--|--|-----------------------|-----------------------|---|
| 174 | <i>Griffith Institute</i> .....                      | <i>Springville, Erie Co.</i> .....         | <i>March 19, 1827</i> | <i>Jan. 26, 1830</i>  |   |
| 175 | <i>Groton Academy</i> .....                          | <i>Groton, Tompkins Co.</i> .....          | <i>May 6, 1837</i>    | <i>Jan. 29, 1829</i>  |   |
| 176 | <i>Half-Moon Academy</i> .....                       | <i>Halfmoon, Saratoga Co.</i> .....        | .....                 | <i>Feb. 14, 1851</i>  |   |
| 177 | <i>Hamilton Academy*</i> .....                       | <i>Hamilton, Madison Co.</i> .....         | .....                 | <i>Feb. 23, 1824</i>  |   |
| 178 | <i>Hamilton Female Seminary</i> .....                | <i>Hamilton, Madison Co.</i> .....         | .....                 | <i>Jan. 17, 1856</i>  |   |
| 179 | <i>Hamilton Oneida Academy*</i> .....                | <i>Kirkland, Oneida Co.</i> .....          | .....                 | <i>Jan. 20, 1793</i>  |   |
| 180 | <i>Harlem Literary and Scientific Academy*</i> ..... | <i>New York city (?)</i> .....             | <i>Jan. 24, 1829</i>  | .....                 | Merged in Hamilton College, 1812.   |
| 181 | <i>Hartford Academy</i> .....                        | <i>South Hartford, Washing'n Co.</i> ..... | .....                 | <i>Jan. 12, 1866</i>  |   |
| 182 | <i>Hartwick Seminary</i> .....                       | <i>Hartwick, Otsego Co.</i> .....          | .....                 | <i>Aug. 13, 1816</i>  |   |
| 183 | <i>Hedding Literary Institute*</i> .....             | <i>Ashland, Greene Co.</i> .....           | .....                 | <i>Oct. 12, 1854</i>  |   |
| 184 | <i>Hempstead Institute*</i> .....                    | <i>Hempstead, Queens Co.</i> .....         | .....                 | <i>Jan. 14, 1858</i>  |   |
| 185 | <i>Hempstead Seminary*</i> .....                     | <i>Hempstead, Queens Co.</i> .....         | <i>May 2, 1836</i>    | <i>Jan. 29, 1839</i>  |   |
| 186 | <i>Herkimer County Academy*</i> .....                | <i>Herkimer, Herkimer Co.</i> .....        | .....                 | <i>Feb. 11, 1840</i>  |   |
| 187 | <i>Highland Grove Gymnasium</i> .....                | <i>Fishkill, Dutchess Co.</i> .....        | <i>April 11, 1831</i> | .....                 |   |
| 188 | <i>Hobart Hall*</i> .....                            | <i>Holland Patent, Oneida Co.</i> .....    | <i>March 16, 1839</i> | <i>Jan. 23, 1840</i>  |   |
| 189 | <i>Holland Patent Academy*</i> .....                 | <i>Trenton, Oneida Co.</i> .....           | <i>April 24, 1834</i> | .....                 |   |
| 190 | <i>Holley Academy</i> .....                          | <i>Holley, Orleans Co.</i> .....           | .....                 | <i>March 28, 1850</i> |   |
| 191 | <i>Hubbardsville Academy*</i> .....                  | <i>Hubbard's Corners, Mad'n Co.</i> .....  | .....                 | <i>Feb. 14, 1850</i>  |   |
| 192 | <i>Hudson Academy</i> .....                          | <i>Hudson, Columbia Co.</i> .....          | .....                 | <i>March 3, 1807</i>  |   |
| 193 | <i>Hudson River Agricultural Seminary*</i> .....     | <i>Stockport, Columbia Co.</i> .....       | <i>May 6, 1837</i>    | .....                 |   |
| 194 | <i>Hungerford Collegiate Institute</i> .....         | <i>Adams, Jefferson Co.</i> .....          | .....                 | <i>March 24, 1864</i> |   |
| 195 | <i>Huntington Union School</i> .....                 | <i>Huntington, Suffolk Co.</i> .....       | <i>April 22, 1862</i> | <i>Jan. 9, 1863</i>   |   |
| 196 | <i>Ingham Collegiate Institute*</i> .....            | <i>Le Roy, Genesee Co.</i> .....           | <i>April 6, 1852</i>  | <i>Jan. 28, 1853</i>  | Merged in Ingham University.  |
| 197 | <i>Ingham University, Academical Department..</i>    | <i>Le Roy, Genesee Co.</i> .....           | <i>April 3, 1857</i>  | <i>April 3, 1857</i>  |   |
| 198 | <i>Ithaca Academy</i> .....                          | <i>Ithaca, Tompkins Co.</i> .....          | <i>March 24, 1823</i> | <i>April 17, 1826</i> |   |
| 199 | <i>Jamestown Academy†</i> .....                      | <i>Jamestown, Chautauqua Co.</i> ...       | <i>April 16, 1836</i> | <i>Feb. 5, 1839</i>   | Merged in Jamestown Un. School,<br>1866.  |
| 200 | <i>Jamestown Union School and Coll. Inst.</i> .....  | <i>Jamestown, Chautauqua Co.</i> ...       | .....                 | .....                 | Organized under ch. 555, Laws<br>of 1864.   |
| 201 | <i>Jane Grey School</i> .....                        | <i>Mt. Morris, Livingston Co.</i> .....    | .....                 | <i>March 16, 1868</i> |   |
| 202 | <i>Jefferson Academy*</i> .....                      | <i>Jefferson, Schoharie Co.</i> .....      | <i>Nov. 27, 1824</i>  | <i>Jan. 22, 1833</i>  |   |
| 203 | <i>Jefferson County Institute†</i> .....             | <i>Watertown, Jefferson Co.</i> .....      | <i>May 25, 1836</i>   | <i>Jan. 30, 1838</i>  | Name changed from Black River<br>Literary and Religious Institute,<br>May 12, 1846. Merged in Wa-<br>tertown High School, 1865.                                     |

\* Not reporting to the Regents, and regarded as extinct.

† Name obsolete.

SCHEDULE No. 1—Continued.

| Number | NAMES.   | Location.                      | Incorporated by Legislature. | Incorporated by Regents, or received under visitation. | Remarks.  |
|--------|--|--------------------------------|------------------------------|--|---|
| 204    | Johnstown Academy .....                          | Johnstown, Montgomery Co.....  | .....                        | Jan. 27, 1794  | Academical Department of Union School, organized under chapter 360, Laws of 1863; see, also, chapter 318, 1864. |
| 205    | Jonesville Academy.....                          | Jonesville, Saratoga Co.....   | April 1, 1850                | Oct. 26, 1850  |   |
| 206    | Jordan Academy .....                             | Jordan, Onondaga Co.....       | .....                        | Jan. 12, 1842  |   |
| 207    | Keeseville Academy .....                         | Keeseville, Clinton Co.....    | May 4, 1835                  | Feb. 5, 1839   |   |
| 208    | Kinderhook Academy .....                         | Kinderhook, Columbia Co.....   | April 3, 1824                | Feb. 19, 1828  |   |
| 209    | Kingsborough Academy* .....                      | Kingsborough, Fulton Co. ....  | .....                        | Feb. 5, 1839   |   |
| 210    | Kingston Academy* .....                          | Kingston, Ulster Co.....       | .....                        | Feb. 3, 1795   |   |
| 211    | Kingston Academy.....                            | Kingston, Ulster Co.....       | .....                        | Jan. 12, 1806  |   |
| 212    | Knoxville Academy.....                           | Knox, Albany Co.....           | May 9, 1837                  | Feb. 15, 1842  |   |
| 213    | La Fayette High School* .....                    | La Fayette, Onondaga Co.....   | April 23, 1836               | .....  |   |
| 214    | Lancaster Academy* .....                         | Lancaster, Erie Co.....        | .....                        | Jan. 22, 1846  |   |
| 215    | Lansingburgh Academy.....                        | Lansingburgh, Rensselaer Co..  | .....                        | Feb. 8, 1796   | Acad. Dept. of Union School.  |
| 216    | Laurel Bank Seminary*.....                       | Deposit, Broome Co.....        | .....                        | March 17, 1854   |   |
| 217    | Lawrenceville Academy .....                      | Lawrenceville, St. Lawrence Co | .....                        | April 8, 1861  |   |
| 218    | Leavenworth Institute .....                      | Wolcott, Wayne Co.....         | .....                        | July 14, 1859  |   |
| 219    | Le Roy Academic Institute.....                   | Le Roy, Genesee Co.....        | .....                        | Feb. 11, 1864  |   |
| 220    | Le Roy Female Seminary*.....                     | Le Roy, Genesee Co.....        | .....                        | Feb. 16, 1841  |   |
| 221    | Lewiston High School Academy.....                | Lewiston, Niagara Co.....      | .....                        | April 16, 1828   | Merged in Ingham Collegiate Institute, 1853.  |
| 222    | Liberty Normal Institute .....                   | Liberty, Sullivan Co.....      | April 10, 1849               | Sept. 20, 1849   |   |
| 223    | Literary and Scientific Institute of York* ..... | York, Livingston Co.....       | March 27, 1839               | .....  | Name changed to Genesee Academy, May 13, 1846.  |
| 224    | Little Falls, Academy at.....                    | Little Falls, Herkimer Co..... | .....                        | Oct. 17, 1844  |   |
| 225    | Livingston County High School Association† ..    | Genesee, Livingston Co.....    | March 10, 1827               | Feb. 7, 1829   |   |
| 226    | Lockport Academy*.....                           | Lockport, Niagara Co.....      | May 26, 1841                 | .....  |   |
| 227    | Lockport Union School.....                       | Lockport, Niagara Co.....      | March 18, 1850               | Oct. 26, 1850  |   |
| 228    | Lowville Academy .....                           | Lowville, Lewis Co.....        | .....                        | March 21, 1808   |   |
| 229    | Lyons Academy* .....                             | Lyons, Wayne Co. ....          | March 29, 1837               | .....  |   |
| 230    | Lyons Academy.....                               | Lyons, Wayne Co.....           | May 7, 1840                  | .....  |   |
| 231    | Lyons Union School.....                          | Lyons, Wayne Co.....           | April 19, 1855               | .....  |   |



INCORPORATIONS.

|     |                                       |                                |                |       |          |   |
|-----|---------------------------------------|--------------------------------|----------------|-------|----------|---|
| 237 | Marion Collegiate Institute.....      | Marion, Wayne Co. ....         | .....          | July  | 6, 1855  | Name changed from Rensselaer Oswego Academy, May 14, 1845.  |
| 238 | Marshall Seminary of Easton.....      | Easton, Washington Co.....     | .....          | Dec.  | 1, 1863  |   |
| 239 | Mayville Academy.....                 | Mayville, Chautauqua Co.....   | April 24, 1834 | Feb.  | 5, 1839  |   |
| 240 | Mechanicville Academy .....           | Mechanicville, Saratoga Co.... | .....          | July  | 11, 1861 |   |
| 241 | Medina Academy .....                  | Medina, Orleans Co.....        | April 10, 1850 | April | 25, 1851 |   |
| 242 | Mendon Academy*.....                  | Mendon, Monroe Co.....         | April 20, 1836 | Feb.  | 5, 1839  | Name changed from Rensselaer Oswego Academy, May 14, 1845.  |
| 243 | Mexico Academy ....                   | Mexico, Oswego Co.....         | April 13, 1826 | Feb.  | 26, 1828 |   |
| 244 | Middlebury Academy .....              | Wyoming, Wyoming Co .....      | .....          | Jan.  | 26, 1819 |   |
| 245 | Millville Academy* .....              | Millville, Orleans Co.....     | April 25, 1840 | Feb.  | 16, 1841 |   |
| 246 | Monroe Academy .....                  | Henrietta, Monroe Co.....      | .....          | July  | 2, 1827  |   |
| 247 | Monroe Academy .....                  | Henrietta, Monroe Co.....      | .....          | Feb.  | 7, 1843  | Name changed to Munro Collegiate Institute, April 12, 1855. |
| 248 | Montgomery Academy.....               | Montgomery, Orange Co.....     | .....          | Jan.  | 21, 1791 |   |
| 249 | Monticello Academy* .....             | Monticello, Sullivan Co.....   | .....          | April | 1, 1852  |   |
| 250 | Monticello Academy .....              | Monticello, Sullivan Co.....   | May 1, 1865    | ..... | .....    |   |
| 251 | Moravia Institute .....               | Moravia, Cayuga Co.....        | .....          | Jan.  | 23, 1840 |   |
| 252 | Moravia Academy* .....                | Moravia, Essex Co.....         | .....          | Feb.  | 16, 1841 | Name changed from Munro Academy, April 12, 1855.            |
| 253 | Mount Morris Union School.....        | Mount Morris, Livingston Co..  | .....          | Jan.  | 13, 1859 |   |
| 254 | Mount Pleasant Academy* .....         | Mt. Pleasant, Westchester Co.  | March 24, 1820 | ..... | .....    |   |
| 255 | Mount Pleasant Academy .....          | Mt. Pleasant, Westchester Co.  | .....          | March | 27, 1827 |   |
| 256 | Mount Pleasant Female Seminary* ..... | Sing Sing, Westchester Co..... | .....          | May   | 10, 1836 |   |
| 257 | Munro Academy†.....                   | Elbridge, Onondaga Co.....     | .....          | April | 23, 1839 | Organized under ch. 433, Laws of 1853.                      |
| 258 | Munro Collegiate Institute .....      | Elbridge, Onondaga Co. ....    | .....          | April | 23, 1839 |   |
| 259 | Naples Academy .....                  | Naples, Ontario Co. ....       | .....          | March | 10, 1859 |   |
| 260 | Nassau Academy * .....                | Nassau, Rensselaer Co.....     | May 11, 1835   | ..... | .....    |   |
| 261 | Nassau Academy .....                  | Nassau, Rensselaer Co.....     | .....          | Jan.  | 9, 1868  |   |
| 262 | Newark Union Free School .....        | Newark, Wayne Co.....          | .....          | Feb.  | 5, 1863  | Organized under ch. 433, Laws of 1853.                      |
| 263 | New Berlin Academy .....              | New Berlin, Chenango Co.....   | .....          | Feb.  | 13, 1844 |   |
| 264 | Newburgh Academy* .....               | Newburgh, Orange Co.....       | .....          | March | 3, 1806  |   |
| 265 | New Paltz Academy* .....              | New Paltz, Ulster Co.....      | April 12, 1833 | April | 29, 1836 |   |
| 266 | New Paltz Academy .....               | New Paltz, Ulster Co.....      | .....          | Oct.  | 11, 1845 |   |
| 267 | New Rochelle Academy* .....           | New Rochelle, Westchester Co.  | April 13, 1826 | ..... | .....    |   |

\* Not reported to the Regents, and regarded as extinct.

† Name obsolete.



SCHEDULE No. 1—Continued.

| Number. | NAME.   | Location.                          | Incorporated by<br>Legislature. | Incorporated by<br>Regents, or<br>received under<br>visitation. | Remarks.   |
|---------|---|------------------------------------|---------------------------------|---|--|
| 268     | Newtown Female Academy*                       | Newtown, Queens Co.....            | March 15, 1822                  | .....   |  |
| 269     | New Woodstock Academy*                        | Casenovia, Madison Co.....         | May 2, 1834                     | .....   |  |
| 270     | New York Central Academy.....                 | McGrawville, Cortland Co.....      | .....                           | May 4, 1864   | Acad. departm't of Union School.                                     |
| 271     | New York Conference Seminary*                 | Charlottesville, Schoharie Co..... | .....                           | Oct. 26, 1850   |  |
| 272     | New York Conf. Sem. and Collegiate Institut'e | Charlottesville, Schoharie Co..... | .....                           | March 5, 1857   |  |
| 273     | New York Free Academy†.....                   | New York city.....                 | May 7, 1847                     | Oct. 31, 1849   | Merged in College of the City of<br>New York, 1866.                  |
| 274     | New York High School*.....                    | New York city.....                 | April 4, 1825                   | .....   |  |
| 275     | New York Institution for the Deaf and Dumb.   | New York city.....                 | April 15, 1817                  | April 15, 1830  | See chap. 170, Laws of 1830.   |
| 276     | New York Law Institution.....                 | New York city.....                 | Feb. 22, 1830                   | .....   | Conducted as a library, but autho-<br>rized to give instruction.     |
| 277     | New York State Agricultural School*.....      | .....                              | May 4, 1844                     | .....   | No place named in charter.   |
| 278     | North Granville Female Seminary*.....         | North Granville, Wash. Co.....     | .....                           | Feb. 10, 1854   |  |
| 279     | North Granville Ladies' Seminary.....         | North Granville, Wash. Co.....     | .....                           | Dec. 2, 1862  |  |
| 280     | North Hebron Institute.....                   | North Hebron, Wash. Co.....        | .....                           | March 17, 1854  |  |
| 281     | North Salem Academy*.....                     | North Salem, Westchester Co.....   | .....                           | Feb. 19, 1790   |  |
| 282     | Norwich Academy.....                          | Norwich, Chenango Co.....          | .....                           | Feb. 14, 1843   |  |
| 283     | Norwich Union Seminary*.....                  | Norwich, Chenango Co.....          | .....                           | .....   |  |
| 284     | Nunda Academy.....                            | Nunda, Livingston Co.....          | March 16, 1837                  | .....   |  |
| 285     | Nunda Literary Institute*.....                | Nunda, Livingston Co.....          | .....                           | Jan. 9, 1868  |  |
| 286     | Ogdensburgh Academy†.....                     | Ogdensburgh, St. Lawrence Co.....  | April 20, 1835                  | Feb. 5, 1839  | Merged in Ogdensburgh Educa-<br>tional Institute.                    |
| 287     | Ogdensburgh Educational Institute.....        | Ogdensburgh, St. Lawrence Co.....  | April 20, 1835                  | Feb. 5, 1839  | See act of April 13, 1857.   |
| 288     | Olean Academy Association†.....               | Olean, Cattaraugus Co.....         | .....                           | April 11, 1953  | Name changed to Olean Academy,<br>June 3, 1853.                      |
| 289     | Olean Academy.....                            | Olean, Cattaraugus Co.....         | .....                           | April 11, 1853  | Name changed from Olean Acade-<br>my Association, June 3, 1853.      |
| 290     | Oneida Conference Seminary.....               | Casenovia, Madison Co.....         | April 6, 1825                   | Jan. 29, 1829   | Name ch'n'd f'm Sem. of the Gen-<br>esse & Oneida Conf., May 8, '35. |
| 291     | Oneida Institute of Science and Industries    | Whitewater, Oneida Co.....         | .....                           | .....   |  |

|   |   |                                    |                |                |
|---|---|------------------------------------|----------------|----------------|
| 293   | Onondaga Academy .....                      | Onondaga Valley, Onondaga Co ..... | .....          | April 10, 1813 |
| 294   | Ontario Female Seminary .....               | Canandaigua, Ontario Co .....      | April 14, 1825 | Jan. 29, 1828  |
| 295   | Ontario High School .....                   | Victor, Ontario Co .....           | April 6, 1830  | .....          |
| 296   | Orleans Academy .....                       | Orleans, Jefferson Co .....        | .....          | Feb. 5, 1851   |
| 297   | Oswegatchie Academy* .....                  | Ogdensburg, St. Lawrence Co .....  | April 26, 1813 | .....          |
| 298   | Oswego Academy* .....                       | West Oswego, Oswego Co .....       | April 25, 1833 | .....          |
| 299   | Oswego High School .....                    | Oswego, Oswego Co .....            | .....          | Jan. 13, 1859  |
| Organized under ch. 433, Laws of 1853.  |   |                                    |                |                |
| 300   | Otsego Academy* .....                       | Cooperstown, Otsego Co .....       | .....          | Feb. 8, 1796   |
| 301   | Ovid Academy* .....                         | Ovid, Seneca Co .....              | April 13, 1826 | Jan. 26, 1830  |
| 302   | Owego Academy .....                         | Owego, Tioga Co .....              | .....          | April 16, 1828 |
| 303   | Oxford Academy .....                        | Oxford, Chenango Co .....          | .....          | Jan. 27, 1794  |
| 304   | Oyster Bay Academy* .....                   | Oyster Bay, Queens Co .....        | .....          | March 15, 1803 |
| 305   | Packer Collegiate Institute .....           | Brooklyn, Kings Co .....           | March 19, 1853 | Jan. 11, 1855  |
| 306   | Palatine Bridge Union Free School .....     | Palatine Bridge, Montg'y Co .....  | .....          | Jan. 10, 1861  |
| Organized under ch. 433, Laws of 1853.  |   |                                    |                |                |
| 307   | Palmyra Academy* .....                      | Palmyra, Wayne Co .....            | April 11, 1842 | .....          |
| 308   | Palmyra High School* .....                  | Palmyra, Wayne Co .....            | March 28, 1829 | July 2, 1833   |
| 309   | Palmyra Classical Union School .....        | Palmyra, Wayne Co .....            | April 7, 1857  | Jan. 14, 1858  |
| 310   | Parma Institute .....                       | Parma, Monroe Co .....             | .....          | March 10, 1859 |
| 311   | Peckskill Academy .....                     | Peckskill, Westchester Co .....    | April 16, 1838 | Feb. 5, 1839   |
| 312   | Pembroke and Darien Classical School* ..... | Pembroke, Darien, Genesee Co ..... | April 6, 1838  | .....          |
| 313   | Penfield Seminary .....                     | Penfield, Monroe Co .....          | .....          | Oct. 8, 1857   |
| 314   | Penn Yan Academy .....                      | Penn Yan, Yates Co .....           | .....          | Jan. 13, 1860  |
| 315   | Perry Academy .....                         | Perry, Wyoming Co .....            | .....          | April 7, 1854  |
| 316   | Perry Center Institute* .....               | Perry Center, Wyoming Co .....     | .....          | Jan. 31, 1843  |
| 317   | Peterboro' Academy† .....                   | Peterboro', Madison Co .....       | .....          | Jan. 28, 1853  |
| Name changed to Evans Academy Dec. 1, 1864.   |   |                                    |                |                |
| 318   | Phelps Union and Classical School .....     | Phelps, Ontario Co .....           | April 19, 1855 | Jan. 12, 1857  |
| 319   | Phipps Union Seminary .....                 | Albion, Orleans Co .....           | .....          | Feb. 11, 1840  |
| 320   | Piermont Academy* .....                     | Piermont, Rockland Co .....        | .....          | March 15, 1842 |
| 321   | Pike Seminary .....                         | Pike, Wyoming Co .....             | .....          | Feb. 1, 1856   |
| Name changed from Genesee Conference Seminary, Oct. 13, '59. See chap. 810, Laws of 1867. |   |                                    |                |                |
| 322   | Plattsburgh Academy .....                   | Plattsburgh, Clinton Co .....      | April 21, 1828 | March 4, 1829  |
| 323   | Pompey Academy .....                        | Pompey, Onondaga Co .....          | .....          | March 11, 1811 |
| 324   | Port Byron Free School and Academy .....    | Port Byron, Cayuga Co .....        | April 7, 1857  | Jan. 30, 1860  |
| 325   | Port Jervis Union Free School .....         | Port Jervis, Orange Co .....       | .....          | Jan. 9, 1868   |
| 326   | Poughkeepsie Collegiate School* .....       | Poughkeepsie, Dutchess Co .....    | May 26, 1836   | Feb. 5, 1839   |

† Name obsolete.

\* Not reporting to the Regents, and regarded as extinct.

## SCHEDULE No. 1—Continued.

| Number. | NAME.  | Location.                        | Incorporated by<br>Legislature. | Incorporated by<br>Regents, or<br>received under<br>visitation. | Remarks.  |
|---------|--|----------------------------------|---------------------------------|---|---|
| 327     | Poughkeepsie Female Academy .....              | Poughkeepsie, Dutchess Co.....   | May 10, 1836                    | Feb. 28, 1837   |   |
| 328     | Poughkeepsie Female Seminary* .....            | Poughkeepsie, Dutchess Co.....   | March 19, 1834                  | .....   |   |
| 329     | Prattville Academy* .....                      | Prattville, Greene Co.....       | .....                           | Jan. 30, 1850   |   |
| 330     | Preble High School* .....                      | Preble, Cortland Co.....         | April 24, 1834                  | .....   |   |
| 331     | Princeton Academy* .....                       | Princeton, Schoenectady Co.....  | .....                           | Oct. 20, 1853   |   |
| 332     | Prospect Academy .....                         | Prospect, Oneida Co.....         | .....                           | Jan. 24, 1851   |   |
| 333     | Pulaski Academy .....                          | Pulaski, Oswego Co.....          | June 4, 1863                    | July 6, 1856  | Again received under visitation,<br>January 14, 1868.               |
| 334     | Randolph Academy Association† .....            | Randolph, Cattaraugus Co.....    | .....                           | Jan. 24, 1861   | Name changed to Chamberlain<br>Institute, April 11, 1866.           |
| 335     | Raymond Collegiate Institute* .....            | Carmel, Putnam Co.....           | .....                           | March 30, 1869  | Property now owned by the Drew<br>Fem. Sem., a private institution. |
| 336     | Red Creek Union Academy* .....                 | Red Creek, Wayne Co.....         | March 27, 1839                  | Feb. 5, 1846  | Property sold on mortgage, 1868.                                    |
| 337     | Red Creek Union Seminary .....                 | Red Creek, Wayne Co.....         | .....                           | Jan. 10, 1867   |   |
| 338     | Redhook Academy* .....                         | Redhook, Dutchess Co.....        | April 23, 1833                  | Feb. 23, 1829   |   |
| 339     | Rensselaer Oswego Academy† .....               | Mexico, Oswego Co.....           | April 13, 1826                  | Jan. 4, 1833  | Name changed to Mexico Acade-<br>my, May 14, 1845.                  |
| 340     | Rensselaer Polytechnic Institute .....         | Troy, Rensselaer Co.....         | May 8, 1837                     | Feb. 5, 1846  |   |
| 341     | Rensselaerville Academy .....                  | Rensselaerville, Albany Co.....  | .....                           | Jan. 30, 1845   |   |
| 342     | Rhinebeck Academy* .....                       | Rhinebeck, Dutchess Co .....     | .....                           | Feb. 23, 1841   |   |
| 343     | Richburgh Academy .....                        | Richburgh, Allegany Co.....      | .....                           | April 12, 1850  |   |
| 344     | Richmondville Union Sem'y & Fem. Col.Inst.* .. | Richmondville, Schoharie Co..... | .....                           | Feb. 10, 1854   |   |
| 345     | Ridgebury Academy* .....                       | Miniskink, Orange Co.....        | April 30, 1839                  | Feb. 11, 1840   |   |
| 346     | Riga Academy* .....                            | Riga, Monroe Co.....             | .....                           | May 11, 1846  |   |
| 347     | Riverdale Institute .....                      | Verona, Westchester Co.....      | .....                           | April 10, 1844  |   |

|     | Rochester High School (No. 1)†                  | Rochester, Monroe Co           | March 15, 1827 | April 19, 1831 | Merged in Rochester Collegiate Institute No. 1.<br>Same as Rochester Free Academy.              |
|-----|---|--------------------------------|----------------|----------------|---|
| 363 | Rochester High School (No. 2)†                  | Rochester, Monroe Co           | April 8, 1861  | July 3, 1862   |   |
| 364 | Rochester Institute of General Education*       | Rochester, Monroe Co           | April 19, 1828 |                |   |
| 365 | Rochester Institute of Practical Education*     | Rochester, Monroe Co           | April 14, 1832 |                |   |
| 366 | Rockland County Female Institute                | Nyack on Hudson, Rockland Co.  |                | Oct. 12, 1856  |   |
| 367 | Rogersville Union Seminary                      | Rogersville, Steuben Co.       |                | Jan. 28, 1853  |   |
| 368 | Rome Academy                                    | Rome, Oneida Co.               | April 28, 1835 | March 15, 1849 |   |
| 369 | Royalton Center Academy*                        | Royalton, Niagara Co.          | April 9, 1839  |                |   |
| 370 | Rural Academy*                                  | Montgomery, Orange Co.         |                |                | Not organized.  |
| 371 | Rural Seminary                                  | East Pembroke, Genesee Co.     |                | April 1, 1852  |   |
| 372 | Rush Aca. of the Meth. Ep'pal Zion Connection   | Twelfth Township, Essex Co.    |                | April 17, 1856 |   |
| 373 | Rushford Academy                                | Rushford, Allegany Co.         |                | Dec. 1, 1864   |   |
| 374 | Rutger's Female Institute †                     | New York City                  |                | March 4, 1852  | Acad. Dept. of Union School.  |
| 375 | Rye Academy*                                    | Rye, Westchester Co.           | April 13, 1826 | Jan. 23, 1840  | Merged in Rutgers Female College, 1867.   |
| 376 | Sag Harbor Institute*                           | Sag Harbor, Suffolk Co.        |                |                |   |
| 377 | St. Joseph's A. & Ind'l Fem. School of Lockport | Lockport, Niagara Co.          | Feb. 19, 1866  |                |   |
| 378 | St. Lawrence Academy                            | Potsdam, St. Lawrence Co.      |                | March 25, 1816 |   |
| 379 | St. Mary's Aca. & Fem. Indu'l School of Buffalo | Buffalo, Erie Co.              | April 29, 1863 |                | Under supervision of Common Council of Buffalo.   |
| 380 | Sand Lake Academy*                              | Sand Lake, Rensselaer Co.      |                |                |   |
| 381 | Sandy Hill Academy*                             | Sandy Hill, Washington Co.     |                | Feb. 19, 1846  |   |
| 382 | Sans Souci Seminary                             | Ballston, Saratoga Co.         | May 26, 1836   |                |   |
| 383 | Saratoga Academy and Scientific Institute*      | Saratoga Springs, Saratoga Co. | April 28, 1835 | Dec. 1, 1864   |   |
| 384 | Saratoga Springs Union Free School              | Saratoga Springs, Saratoga Co. |                |                | Organized under chap 353, Laws of 1867.   |
| 385 | Saugerties Academy*                             | Saugerties, Ulster Co.         |                | Jan. 9, 1868   |   |
| 386 | Sauquoit Academy                                | Sauquoit, Oneida Co.           |                | April 7, 1854  |   |
| 387 | Schaghticoke Seminary*                          | Schaghticoke, Rensselaer Co.   |                | April 6, 1849  |   |
| 388 | Schenectady Academy*                            | Schenectady, Schenectady Co.   |                |                | Merged into Union College, 1795. Charter revived by acts of April 17, 1818, and April 25, 1831. |
| 389 | Schenectady Lyceum and Academy*                 | Schenectady, Schenectady Co.   | March 21, 1837 | Jan. 29, 1793  |   |
| 390 | Schenectady Union School                        | Schenectady, Schenectady Co.   | April 9, 1856  | April 7, 1854  |   |
| 391 | Schenectady Young Ladies' Seminary*             | Schenectady, Schenectady Co.   | March 22, 1837 | Feb. 5, 1839   |   |
| 392 | Schoharie Academy                               | Schoharie, Schoharie Co.       | April 28, 1837 | Feb. 5, 1839   |   |
| 393 | Schuylerville Academy*                          | Schuylerville, Saratoga Co.    |                | Jan. 23, 1840  |   |
| 394 | Scientific and Mil'y Aca. of the Western Dist.* | Whitesboro', Oneida Co.        | April 17, 1826 | Jan. 9, 1829   | [Oneida Conf., March 24, 1829.  |
| 395 | Seminary of the Genesee Conference†             | Cazenovia, Madison Co.         | April 6, 1825  | Jan. 29, 1828  | Name changed to Sem. of Genesee &   |

\* Not reported to the Regents, and regarded as extinct.

† Name obsolete.

SCHEDULE No. 1—Continued.

| Number. | NAME.                                       | Location.                      | Incorporated by Legislature. | Incorporated by Regents, or received under visitation. | Remarks.  |
|---------|---|--------------------------------|------------------------------|--|---|
| 388     | Sem. of the Genesee and Oneida Conference†. | Cazenovia, Madison Co.....     | April 6, 1825                | Jan. 29, 1828  | Name changed to Oneida Conference Seminary, May 8, 1835.  |
| 389     | Seminary of Our Lady of Angels .....        | —, Niagara Co.....             | April 20, 1863               | .....  |   |
| 390     | Seneca Falls Academy.....                   | Seneca Falls, Seneca Co.....   | April 27, 1837               | Feb. 5, 1839   |   |
| 391     | Seward Female Seminary of Rochester*.....   | Rochester, Monroe Co.....      | April 5, 1839                | Feb. 11, 1840  |   |
| 392     | Sherburne Union Academy*.....               | Sherburne, Chenango Co.....    | .....                        | Jan. 23, 1840  |   |
| 393     | Skaneateles Seminary*.....                  | Skaneateles, Onondaga Co.....  | April 14, 1829               | .....  |   |
| 394     | Sodus Academy .....                         | Sodus, Wayne Co.....           | .....                        | Jan. 11, 1855  |   |
| 395     | Southold Academy*.....                      | Southold, Suffolk Co.....      | April 21, 1837               | .....  |   |
| 396     | Spencertown Academy .....                   | Spencertown, Columbia Co.....  | May 13, 1845                 | Dec. 3, 1847   |   |
| 397     | Spring Mills Academy.....                   | Spring Mills, Allegany Co..... | .....                        | April 8, 1861  |   |
| 398     | Springville Academy.....                    | Springville, Erie Co.....      | March 19, 1827               | Jan. 26, 1830  | Name changed by Legislature to Griffith Institute, March 16, 1866; by the Regents to Griffith Academy, March 2, 1866. |
| 399     | S. S. Seward Institute .....                | Florida, Orange Co.....        | May 7, 1847                  | Feb. 4, 1848   |   |
| 400     | Starkey Seminary .....                      | Starkey, Yates Co.....         | .....                        | Feb. 25, 1848  |   |
| 401     | Steuben Academy*.....                       | Steuben, Oneida Co.....        | April 17, 1826               | Jan. 29, 1828  |   |
| 402     | Stillwater Academy*.....                    | Stillwater, Saratoga Co.....   | .....                        | Jan. 29, 1839  |   |
| 403     | Stillwater Seminary*.....                   | Stillwater, Saratoga Co. ....  | .....                        | Feb. 25, 1848  |   |
| 404     | Sullivan County Academy*.....               | Bloomington, Sullivan Co..     | April 5, 1828                | March 31, 1831   |   |
| 405     | Susquehanna Seminary*.....                  | Binghamton, Broome Co.....     | .....                        | April 7, 1854  | Property sold on mortgage, 1862.  |
| 406     | Syracuse Academy*.....                      | Syracuse, Onondaga Co.....     | April 28, 1835               | Feb. 5, 1839   |   |
| 407     | Syracuse High School.....                   | Syracuse, Onondaga Co.....     | .....                        | Jan. 9, 1862   |   |
| 408     | Ten Broeck Free Academy*.....               | Franklinville, Cattaraugus Co. | April 19, 1862               | Ap. 19, '62, act of                                    | See ch. 162, Laws of 1868.  |
| 409     | Ticonderoga Academy*.....                   | Ticonderoga, Essex Co.....     | .....                        | April 8, 1858  | Conducted as private school.  |
| 410     | Tracy Female Institute.....                 | Rochester, Monroe Co.....      | April 17, 1857               | .....  |   |
| 411     | Troupsburgh Academy.....                    | Troupsburgh, Steuben Co.....   | .....                        | Oct. 17, 1861  |   |
| 412     | Troy Academy.....                           | Troy, Rensselaer Co.....       | May 5, 1834                  | Feb. 5, 1839   |   |
| 413     | Troy Episcopal Institute*.....              | Troy, Rensselaer Co.....       | April 13, 1839               | .....  |   |
| 414     | Troy Female Seminary.....                   | Troy, Rensselaer Co.....       | May 6, 1837                  | Jan. 30, 1838  |   |

|     |  |                                    |                |       |                |   |
|-----|--|------------------------------------|----------------|-------|----------------|---|
| 421 | Union Academy* .....   | Stone Arrows, Montgomery Co. ....  | .....          | ..... | Jan. 11, 1855  | Name changed from Union Literary Society, October 13, 1859.<br>Name changed to Union Academy of Belleville, October 13, 1859. |
| 422 | Union Academy* .....   | Granger, Allegany Co. ....         | .....          | ..... | Jan. 5, 1830   |   |
| 423 | Union Academy of Belleville .....  | Bellefonte, Jefferson Co. ....     | April 13, 1826 | ..... | Feb. 29, 1792  |   |
| 424 | Union Hall .....   | Jamaica, Queens Co. ....           | .....          | ..... | Jan. 5, 1830   |   |
|     | Union Literary Society† .....  | Bellefonte, Jefferson Co. ....     | April 13, 1826 | ..... | Jan. 5, 1830   |   |
| 425 | Union Village Academy .....  | Union Village, Washington Co. .... | .....          | ..... | Jan. 23, 1840  | Made one of the common schools of the city, by act of May 26, 1853, but still subject to the Regents.                         |
| 426 | Utica Academy .....  | Utica, Oneida Co. ....             | .....          | ..... | March 14, 1814 |   |
| 427 | Utica Female Academy .....   | Utica, Oneida Co. ....             | April 28, 1837 | ..... | Feb. 5, 1839   | Organized under ch. 433, Laws of 1853.  |
| 428 | Vernon Academy .....   | Vernon, Oneida Co. ....            | April 18, 1838 | ..... | Feb. 5, 1839   |   |
| 429 | Victory Academy* .....   | Victory, Cayuga County .....       | May 21, 1836   | ..... | .....          |   |
| 430 | Wallabout Select Grammar School of the 7th Ward, City of Brooklyn* ..... | Brooklyn, Kings Co. ....           | May 4, 1839    | ..... | .....          |   |
| 431 | Wallkill Academy .....   | Wallkill, Orange Co. ....          | May 26, 1841   | ..... | Feb. 13, 1842  |   |
| 432 | Walton Academy .....   | Walton, Delaware Co. ....          | .....          | ..... | Feb. 10, 1854  | Name changed to Fort Edward Collegiate Institute, Jan. 13, 1865.  |
| 433 | Walworth Academy .....   | Walworth, Wayne Co. ....           | May 12, 1841   | ..... | April 19, 1843 |   |
| 434 | Warnersville Union Sem. and Female Instit.* .....                        | Warnersville, Schoharie Co. ....   | .....          | ..... | Jan. 27, 1854  |   |
| 435 | Warrensburg Academy .....  | Warrensburg, Warren Co. ....       | .....          | ..... | May 4, 1860    |   |
| 436 | Warsaw Union School .....  | Warsaw, Wyoming Co. ....           | .....          | ..... | Jan. 11, 1855  |   |
| 437 | Warwick Institute .....  | Warwick, Orange Co. ....           | .....          | ..... | March 17, 1854 | Charter repealed Feb. 19, 1841.<br>Organ. under ch. 520, Laws of 1865.  |
| 438 | Washington Academy .....   | Salem, Washington Co. ....         | .....          | ..... | Feb. 15, 1791  |   |
| 439 | Washington Academy* .....  | Warwick, Orange Co. ....           | .....          | ..... | March 25, 1811 |   |
| 440 | Washington Co. Sem. and Collegiate Institute† .....                      | Fort Edward, Washington Co. ....   | .....          | ..... | July 6, 1854   |   |
| 441 | Waterford Academy* .....   | Waterford, Saratoga Co. ....       | April 28, 1834 | ..... | Feb. 6, 1839   |   |
| 442 | Waterford Female Academy* .....  | Waterford, Saratoga Co. ....       | .....          | ..... | March 19, 1819 | Name obsolete.  |
| 443 | Waterloo Academy* .....  | Waterloo, Seneca Co. ....          | April 11, 1842 | ..... | Aug. 23, 1842  |   |
| 444 | Waterloo Union School .....  | Waterloo, Seneca Co. ....          | April 10, 1855 | ..... | Oct. 11, 1855  |   |
| 445 | Watertown Academy* .....   | Watertown, Jefferson Co. ....      | May 2, 1835    | ..... | .....          |   |
| 446 | Watertown High School .....  | Watertown, Jefferson Co. ....      | April 21, 1865 | ..... | Jan. 12, 1866  |   |

\* Not reporting to the Regents, and regarded as extinct.

\* Name obsolete.

SCHEDULE No. 1--Continued.

| Number | NAME.   | Location.                          | Incorporated by Legislature. | Incorporated by Regents, or received under visitation. | Remarks.  |
|--------|---|------------------------------------|------------------------------|--|---|
| 447    | Watkins Academy .....                         | Watkins, Schuyler Co .....         | .....                        | Jan. 13, 1860  | Name changed to Wayne and Ontario Col. Inst., Jan. 13, 1860.<br>Name changed from Wayne county Collegiate Inst., Jan. 13, 1860. |
| 448    | Waverly Institute .....                       | Waverly, Tioga Co .....            | .....                        | Jan. 21, 1858  |   |
| 449    | Wayne County Collegiate Institute* .....      | Newark, Wayne Co .....             | .....                        | July 6, 1355   |   |
| 450    | Wayne and Ontario Collegiate Institute† ..... | Newark, Wayne Co .....             | .....                        | July 5, 1855   |   |
| 451    | Webster Academy .....                         | Webster, Monroe Co .....           | .....                        | April 17, 1856   |   |
| 452    | Weedsport Academy* .....                      | Weedsport, Cayuga Co .....         | April 18, 1838               | .....  | Organized under chap. 555, Laws of 1864.  |
| 453    | Westfield Academy .....                       | Westfield, Chautauqua Co .....     | May 5, 1837                  | Feb. 5, 1839   |   |
| 454    | West Hebron Classical School* .....           | West Hebron, Washington Co .....   | .....                        | March 22, 1855   |   |
| 455    | Westport Union Free School .....              | Westport, Essex Co .....           | .....                        | Jan. 10, 1867  |   |
| 456    | West Town Academy* .....                      | Westtown, Orange Co .....          | April 18, 1839               | Jan. 30, 1840  |   |
| 457    | West Winfield Academy .....                   | West Winfield, Herkimer Co .....   | .....                        | Feb. 14, 1851  | Organized under chap. 555, Laws of 1864.  |
| 458    | Whitehall Academy* .....                      | Whitehall, Washington Co .....     | April 20, 1839               | .....  |   |
| 459    | Whitehall Academy .....                       | Whitehall, Washington Co .....     | .....                        | Oct. 27, 1848  |   |
| 460    | White Plains Academy .....                    | White Plains, Westchester Co ..... | April 19, 1828               | Jan. 26, 1830  |   |
| 461    | Whitesboro' Academy .....                     | Whitesboro', Oneida Co .....       | .....                        | March 23, 1813   |   |
| 462    | Whitestown Seminary .....                     | Whitestown, Oneida Co .....        | .....                        | March 27, 1845   | Organized under chap. 555, Laws of 1864.  |
| 463    | Whitney's Point Union Free School .....       | Whitney's Point, Broome Co .....   | .....                        | Jan. 9, 1868   |   |
| 464    | Williamsville Academy .....                   | Williamsville, Erie Co .....       | .....                        | Jan. 10, 1867  |   |
| 465    | Wilson Collegiate Institute .....             | Wilson, Niagara Co .....           | .....                        | Feb. 19, 1846  |   |
| 466    | Windsor Academy* .....                        | Windsor, Broome Co .....           | May 16, 1837                 | .....  |   |
| 467    | Windsor Academy .....                         | Windsor, Broome Co .....           | .....                        | March 15, 1849   | Organized under chap. 555, Laws of 1864.  |
| 468    | Woodhull Academy .....                        | Woodhull, Steuben Co .....         | .....                        | Jan. 9, 1868   |   |
| 469    | Wymanock Female Seminary .....                | New Lebanon, Columbia Co .....     | April 13, 1865               | .....  |   |
| 470    | Yates Academy .....                           | Yates, Orleans Co .....            | .....                        | Aug. 28, 1842  |   |
| 471    | Yates County Acad. and Female Seminary* ..... | Penn Yan, Yates Co .....           | April 17, 1828               | Jan. 25, 1830  |   |
| 472    | Yates Polytechnic Institute .....             | Chittenango, Madison Co .....      | .....                        | April 11, 1853   |   |

\* Not reporting to the Regents, and regarded as extinct.

† Name obsolete.

*Extinct.*

|                                  |       |
|----------------------------------|-------|
| Incorporated by Regents.....     | 61    |
| Incorporated by Legislature..... | 104   |
|                                  | <hr/> |
|                                  | 165   |
|                                  | <hr/> |

[A number of other academies, incorporated by the Legislature, have never been received under the visitation of the Regents, and they have no direct means of determining whether they are extinct or not. The number actually reported to the Regents in each year, is a little more than two hundred.]



## SCHEDULE No. 2.

Being an alphabetical catalogue of the academies reporting in 1867, for the academic year ending between the 20th of June and 15th of September of said year, with the town or village in which they are situated, the names of the Principal and officers of the Board of Trustees in each, the number and quorum of the board, and the date of the close of the academic year, as fixed by the trustees of each academy.

| Number. | ACADEMIES, etc.  | Name of Principal.   | Officers of the Board of Trustees.   | No. of Trustees. | Quorum. | Academic year ends. |
|---------|--|--|--|------------------|---------|---------------------|
| 1       | Academy at Little Falls, Little Falls, Herkimer county.....    | Levi D. Miller, A. M., Graduate Hamilton College.....        | President, N. S. Benton.....<br>Treasurer, A. G. Story.....<br>Secretary, James Hart.....                          | 12               | 7       | July 19             |
| 2       | Academy of Dutchess county, Poughkeepsie, Dutchess county..... | Stewart Pelham.....  | President, Thomas L. Davies.....<br>Treasurer, Le Grand Dodge.....<br>Secretary, Charles W. Swift.....             | 15               | 7       | June 28             |
| 3       | Addison Academy, Addison, Steuben county.....                  | Frances M. Hyde, Elmira Female College.....                  | President, George Barnham.....<br>Treasurer, C. H. Henderson.....<br>Secretary, W. A. Smith.....                   | .....            | .....   | July 20             |
| 4       | Albany Academy, Albany, Albany county.....                     | James Weir Mason, A. M., Graduate New York Free Academy..... | President, Peter Gansevoort.....<br>Treasurer, John W. Ford.....<br>Secretary, James W. Mason.....                 | 16               | 5       | Sept. 1             |
| 5       | Albany Female Academy, Albany, Albany county.....              | Eben S. Stearns, A. M., Graduate Harvard College.....        | President, Amasa J. Parker, LL. D. ....<br>Treasurer, and<br>Secretary, Eben S. Stearns.....                       | .....            | .....   | June 2              |
| 6       | Albany Female Seminary, Albany, Albany county.....             | Henry D. Burlingame, A. M., Graduate Union College.....      | President, Emanuel Labischner.....<br>Treasurer, Rev. J. M. Garfield, D.D. ....<br>Secretary, S. W. Rosendale..... | 13               | 5       | July 31             |
| 7       | Albion Academy, Albion, Orleans county.....                    | O. Merchouse, A. M.....                                      | President, V. V. Ballock.....<br>Treasurer, Orson Nicholson.....<br>Secretary, Lemuel C. Paine.....                | 2                | 7       | Aug. 5              |
| 8       | Alfred Academy, Alfred, Allegany county.....                   | Jonathan Allen, A. M., Graduate Oberlin College.....         | President, Benjamin F. Langworthy.....<br>Treasurer, Elsiea Polter.....<br>Secretary, Oliver P. Sherman.....       | 33               | 11      | July 3              |
| 9       | Ames Academy, Ames, Montgomery county.....                     | Edwin Evans.....   | President, S. H. Hodge.....<br>Treasurer and<br>Secretary, A. Lehman.....  | 2                | 7       | July 15             |

|    |  |  |       |       |       |       |    |         |   |
|----|--|--|-------|-------|-------|-------|----|---------|---|
| 12 | Antwerp Liberal Literary Institute, Antwerp,<br>Jefferson county ..... | J. Winalow, A. M. ....                                       | ..... | ..... | ..... | 12    | 7  | Aug. 2  | Secretary, Charles Horton .....                     |
| 13 | Arcade Academy, Arcade, Wyoming county .....                           | William M. Benson, A. M., Graduate Gen-<br>see College ..... | ..... | ..... | ..... | 13    | 7  | July 31 | President, G. S. Sawins .....                       |
| 14 | Argyle Academy, Argyle, Washington co. ....                            | William McLaren .....  | ..... | ..... | ..... | 15    | 7  | Aug. 1  | Treasurer, Luther H. Bailey .....                   |
| 15 | Attica Union School, Attica, Wyoming co. ....                          | Julietta Cooley .....  | ..... | ..... | ..... | 9     | 5  | July 12 | Secretary, John D. Ellis .....                      |
| 16 | Auburn Academic High School, Auburn, Cay-<br>uga county .....          | Warren Higley, A. M., Graduate Hamilton<br>College .....     | ..... | ..... | ..... | 10    | 6  | July 30 | President, Luther Cummings .....                    |
| 17 | Augusta Academy, Augusta, Oneida county ..                             | Fanny M. Kellogg .....                                       | ..... | ..... | ..... | 16    | 10 | Aug. 31 | Treasurer and<br>Secretary, B. H. McClenithen ..... |
| 18 | Aurora Academy, East Aurora, Erie county ..                            | Chas. W. Merritt, Grad. Hamilton College ..                  | ..... | ..... | ..... | 13    | 7  | June 23 | President, James Savage .....                       |
| 19 | Baldwinsville Academy, Baldwinville, One-<br>daga county .....         | W. A. Welch, Graduate State Normal School.                   | ..... | ..... | ..... | 6     | 4  | July 3  | Treasurer, John C. Sill .....                       |
| 20 | Batavia Union School, Batavia, Genesee co. ..                          | N. F. Wright, A. M., Graduate Middlebury<br>College .....    | ..... | ..... | ..... | 6     | 4  | June 27 | Secretary, Philander Hitchcock .....                |
| 21 | Binghamton Academy, Binghamton, Broome<br>county .....                 | George Jackson, A. M., Grad. Union College.                  | ..... | ..... | ..... | ..... | 6  | July 31 | President, A. H. Stevens .....                      |
| 22 | Brookfield Academy, Brookfield, Madison co. ..                         | Edwin Whitford .....   | ..... | ..... | ..... | 12    | 7  | July 25 | Treasurer, Henry Spann .....                        |
|    |  |  |       |       |       |       |    |         | Secretary, E. Brainerd .....                        |
|    |  |  |       |       |       |       |    |         | President, J. S. Fowler .....                       |
|    |  |  |       |       |       |       |    |         | Treasurer, A. Hamlin .....                          |
|    |  |  |       |       |       |       |    |         | Secretary, Warren Higley .....                      |
|    |  |  |       |       |       |       |    |         | President, Rev. B. F. Willoughby ..                 |
|    |  |  |       |       |       |       |    |         | Treasurer, William Jackson .....                    |
|    |  |  |       |       |       |       |    |         | Secretary, Henry M. Hawley .....                    |
|    |  |  |       |       |       |       |    |         | President, Aaron Riley .....                        |
|    |  |  |       |       |       |       |    |         | Treasurer, J. P. Bartlett .....                     |
|    |  |  |       |       |       |       |    |         | Secretary, George H. Lapham .....                   |
|    |  |  |       |       |       |       |    |         | President, J. P. Shumway .....                      |
|    |  |  |       |       |       |       |    |         | Treasurer, P. L. Perino .....                       |
|    |  |  |       |       |       |       |    |         | Secretary, W. A. Welch .....                        |
|    |  |  |       |       |       |       |    |         | President, Seth Wakeman .....                       |
|    |  |  |       |       |       |       |    |         | Treasurer, C. T. Buxton .....                       |
|    |  |  |       |       |       |       |    |         | Secretary, H. M. Warren .....                       |
|    |  |  |       |       |       |       |    |         | President, F. Lewis .....                           |
|    |  |  |       |       |       |       |    |         | Treasurer, W. W. Elliott .....                      |
|    |  |  |       |       |       |       |    |         | Secretary, George Jackson .....                     |
|    |  |  |       |       |       |       |    |         | President, G. W. Daboll .....                       |
|    |  |  |       |       |       |       |    |         | Treasurer, Richard Stillman .....                   |
|    |  |  |       |       |       |       |    |         | Secretary, La Fayette Clark .....                   |

\* No report in 1867; officers given as last reported.

## SCHEDULE No. 2—Continued.

| Number. | ACADEMIES, etc.  | Name of Principal.   | Officers of the Board of Trustees.  | No. of Trustees. | Quorum. | Academ-<br>ic year<br>ends. |
|---------|--|--|---|------------------|---------|-----------------------------|
| 23      | Brooklyn Collegiate and Polytechnic Institute, Brooklyn, Kings county..... | David H. Cochran, Ph. D., Graduate Hamilton College .....        | President, Isaac H. Frothingham ..<br>Treasurer, Charles S. Baylis.....<br>Secretary, Josiah O. Low .....                 | 17               | 7       | June 30                     |
| 24      | Buffalo Central School, Buffalo, Erie county..                             | R. T. Sponcer.....   | President, John S. Fosdick .....  | .....            | .....   | June 28                     |
| 25      | Buffalo Female Academy, Buffalo, Erie co....                               | Rev. A. T. Chester, D. D., Graduate Union College .....          | Treasurer, City Treasurer .....   | .....            | .....   | Sept. 1                     |
| 26      | Cambridge Washington Academy, Cambridge, Washington county.....            | William S. Amcock, A. M., Graduate Western Reserve College ..... | Secretary, ——— .....  | 15               | 7       | July 16                     |
| 27      | Canajoharie Academy, Canajoharie, Montgomery county.....                   | R. L. Thatcher, A. M., Graduate Madison University .....         | President, Hon. N. K. Hall .....  | .....            | .....   | Aug. 31                     |
| 28      | Canandaigua Academy, Canandaigua, Ontario county .....                     | Noah T. Clarke, A. M. ....                                       | Treasurer and<br>Secretary, Rev. A. T. Chester, D. D.<br>President, John M. Stevenson.....                                | 12               | 7       | July 16                     |
| 29      | Canton Academy, Canton, St. Lawrence co....                                | William A. Ely, Graduate Trinity College....                     | Treasurer, H. Carpenter. ....<br>Secretary, Rev. Chas. H. Taylor....  | 19               | 5       | Aug. 31                     |
| 30      | Cary Collegiate Seminary, Oakfield, Genesee county.....                    | Rev. James R. Coe.....   | President, David Spraker.....<br>Treasurer and<br>Secretary, James H. Cook.....   | .....            | .....   | July 5                      |
| 31      | Catskill Free Academy, Catskill, Greene co....                             | Rev. James R. Coe.....   | President, Oliver Phelps. ....<br>Treasurer, Thomas M. Howell.....  | 12               | 7       | June 26                     |
| 32      | Cayuga Lake Academy, Aurora Cayuga Co....                                  | S. B. Howe, A. B., Graduate Union College..                      | Secretary, Alexander M. Howell....<br>President, Darius Clark, M. D.....<br>Treasurer, D. M. Jones.....                   | 13               | 7       | June 30                     |
|         |  | J. W. Stephens, A. M., Graduate La Fayette College .....         | Secretary, W. P. Brown.....<br>President, Hon. Trumbull Cary ....   | 21               | 7       | July 20                     |
|         |  |  | Treasurer, A. C. Dodge .....  | .....            | .....   | Aug. 15                     |
|         |  |  | Secretary, James R. Coe.....<br>President, D. K. Olney.....<br>Treasurer, H. K. Hill .....                                | 9                | 5       | .....                       |
|         |  |  | Secretary, Charles Cornwall.....<br>President, Edwin B. Morgan.....<br>Treasurer and<br>Secretary, Rev. Wm. W. Howard.... | 9                | 5       | .....                       |

|    |   |  |  |    |          |
|----|---|--|--|----|----------|
| 33 | Chamberlain Institute, Randolph, Catteraugus county.....                      | Erastus Crosby, A. B., Graduate Tufts College.....       | President, Benjamin Chamberlain.....   | 13 | July 1   |
| 34 | Champlain Academy, Champlain, Clinton co.                                     | E. F. Toof, A. M., Graduate University of Vermont.....   | Treasurer, Erastus S. Ingersoll.....<br>Secretary, Charles R. Dean.....<br>President, James M. Burroughs.....<br>Treasurer and | 3  | July 17  |
| 35 | Chester Academy, Chester, Orange county....                                   | Arthur Pinney, Graduate Yale College.....                | Secretary, Chas. E. Everest.....<br>President, Strong G. Satterly.....<br>Treasurer, William B. King.....                      | 7  | Aug. 25  |
| 36 | Cincinnati Academy, Cincinnati, Cortland county.....                          | Ambrose Blunt, A. B., Graduate Wesleyan University.....  | Secretary, David R. Feagles.....<br>President, B. F. Tillinghast.....  | 18 | July 1   |
| 37 | Clarence Academy, Clarence, Erie county....                                   | John D. Hammond, A. B., Graduate Alleghany College.....  | Treasurer, John Kingman.....<br>Secretary, Henry Knekerbocker.....<br>President, Orasmus Warren.....                           | 16 | Aug. 13  |
| 38 | Cloverack Academy and Hudson River Institute, Cloverack, Columbia county..... | Rev. Alonso Flack, A. M., Graduate Union College.....    | Treasurer, H. B. Ransom.....<br>Secretary, Henry K. Vantine.....   | 13 | Sept. 15 |
| 39 | Clinton Academy, East Hampton, Suffolk co..                                   | C. S. Joslyn, A. M., Graduate Williams College.....      | President, Peter Hoffman.....<br>Treasurer and   | 13 | July 14  |
| 40 | Clinton Grammar School, Clinton, Oneida co.                                   | John C. Gallup, Graduate Williams College..              | Secretary, Frederick N. Meek.....<br>President, D. H. Hunting.....   | 5  | June 26  |
| 41 | Clinton Liberal Institute, Clinton, Oneida co.                                | Edward E. Spalding, A. B., Graduate Tufts College.....   | Treasurer and<br>Secretary, John C. Hodges.....  | 12 | Sept. 1  |
| 42 | Corning Free Academy, Corning, Steuben co.                                    | Edwin Wildman, A. M., Graduate of Union College.....     | President, D. Skinner.....<br>Treasurer, Edwin J. Stebbins.....  | 3  | July 3   |
| 43 | Cortland Academy, Homer, Cortland county..                                    | Edward P. Nichols, A. M., Graduate Williams College..... | Secretary, W. Pierce Payne.....<br>President, Hiram Pritchard.....   | 24 | July 31  |
| 44 | Cortlandville Academy, Cortlandville, Cortland county.....                    | H. M. Dodd, A. M., Graduate Hamilton College.....        | Treasurer, J. N. Hungerford.....<br>Secretary, P. J. Farrington.....   | 24 | June 29  |
| 45 | Coxsackie Academy, Coxsackie, Greene co....                                   | Hugh R. Jolley.....                                      | President, Jedediah Barber.....<br>Treasurer, William T. Hieck.....  | 15 | July 12  |
| 46 | Danville Seminary, Danville, Livingston co.                                   | J. H. Orumb, A. M., Graduate Oberlin College.....        | Secretary, Edward C. Reed.....<br>President, Horatio Ballard.....  | 18 | June 18  |
|    |   |  | Treasurer, Edwin P. Slaughter.....<br>Secretary, De Witt C. McGraw.....<br>President, O. Lampman.....<br>Treasurer and         |    |          |
|    |   |  | Secretary, Sidney A. Dwight.....<br>President, I. L. Endress.....<br>Treasurer, F. B. Grant.....<br>Secretary, C. Shepard..... |    |          |

## SCHEDULE No. 2—Continued.

| Number | ACADEMIES, etc.   | Name of Principal.  | Officers of the Board of Trustees.   | No. of Trustees. | High School | Academic year ends. |
|--------|---|---|--------------------------------------|------------------|-------------|---------------------|
| 47     | Deaf and Dumb Institution, New York, New York .....           | Harvey P. Peet, LL. D. ....                                 | President, Benj. R. Winthrop .....   | 25               | .....       | Sept. 5             |
|        |   |   | Treasurer, Joseph W. Patterson ..... |                  |             |                     |
| 48     | Delaware Academy, Delhi, Delaware county.                     | Rev. Silas Fitch, Grad. Wesleyan University.                | Secretary, Andrew Warner .....       | 13               | 7           | June 21             |
|        |   |   | President, Anthony M. Paine .....    |                  |             |                     |
| 49     | Delaware Literary Institute, Franklin, Delaware county .....  | G. W. Jones, A. M., Graduate Yale College.                  | Treasurer, Charles Marvin .....      | .....            | .....       | .....               |
|        |   |   | Secretary, Walter H. Griswold .....  |                  |             |                     |
| 50     | Deposit Academy, Deposit, Broome county....                   | C. W. Gray, Graduate Amherst College....                    | President, Harvey Mann .....         | 22               | 9           | Aug. 1              |
|        |   |   | Treasurer, E. L. Bowers .....        |                  |             |                     |
| 51     | DeRuyter Institute, DeRuyter, Madison co..                    | Albert Whitford, A. M., Grad. Union College.                | Secretary, Seymour C. Wilcox, M. D.  | .....            | .....       | .....               |
|        |   |   | President, A. Devereaux .....        | 15               | 7           | July 10             |
| 52     | Dundas Academy, Dundas, Yates county....                      | Rev. Edmund Chadwick, A. M., Graduate Bowdoin College ..... | Treasurer, Charles Knapp .....       | .....            | .....       | .....               |
|        |   |   | Secretary, Taylor More .....         |                  |             |                     |
| 53     | East Bloomfield Academy, East Bloomfield, Ontario county..... | John C. Long, A. M., Graduate Hamilton College .....        | President, Rev Stephen Burdick ..... | 21               | 7           | July 26             |
|        |   |   | Treasurer, Charles H. Maxson .....   |                  |             |                     |
| 54     | East Genesee Conference Seminary, Ovid, Seneca county .....   | Rev. Edmund Chadwick, A. M., Graduate Bowdoin College ..... | Secretary, J. B. Wells .....         | .....            | .....       | .....               |
|        |   |   | President, V. T. Bronware .....      | 24               | 7           | July 15             |
| 55     | Ellington Academy, Ellington, Chautauque county .....         | John C. Long, A. M., Graduate Hamilton College .....        | Treasurer, Adon Sawyer .....         | .....            | .....       | .....               |
|        |   |   | Secretary, L. J. Wilkin .....        | 15               | 7           | July 31             |
| 56     | Elmira Free Academy, Elmira, Chemung co..                     | Henry R. Sanford, A. M., Graduate Genesee College .....     | President, Harlow Munson .....       | .....            | .....       | .....               |
|        |   |   | Treasurer, Joshua Porter .....       |                  |             |                     |
| 57     | Elmira Free Academy, Elmira, Chemung co..                     | R. E. Post .....  | Secretary, Myron Adams .....         | .....            | .....       | .....               |
|        |   |   | President, David Decker .....        | 24               | 7           | June 20             |
|        |   |   | Treasurer, Silas M. Kinney .....     |                  |             |                     |
|        |   |   | Secretary, James Ferguson .....      | .....            | .....       | .....               |
|        |   |   | President, J. F. Farman .....        | 12               | 7           | Aug. 20             |
|        |   |   | Treasurer and                        |                  |             |                     |
|        |   |   | Secretary, Theodore A. Case .....    | .....            | .....       | .....               |
|        |   |   | President, Erastus L. Hart .....     | 9                | 5           | Aug. 31             |
|        |   |   | Treasurer, W. J. Lornore .....       | .....            | .....       | .....               |
|        |   |   | Secretary, O. Robinson .....         | .....            | .....       | .....               |
|        |   |   | President, H. S. Ditmas .....        | 19               | 7           | Sept. 1             |
|        |   |   | <b>Treasurer, John A. Low</b> .....  | .....            | .....       | .....               |
|        |   |   | Secretary, J. L. Zabriskie .....     | .....            | .....       | .....               |



## SCHEDULE No. 2--Continued.

| Number. | ACADEMIES, etc.   | Name of Principal.   | Officers of the Board of Trustees.                               | No. of Trustees. | Quorum. | Academic year ends. |
|---------|---|--|--|------------------|---------|---------------------|
| 71      | Genesee Valley Seminary, Belfast, Allegany county .....       | Rev. J. Hendrick, A. M., Graduate Madison University ..      | President, C. W. Saunders ...<br>Treasurer, Richard Jacobs ..... | 14               | 7       | June 30             |
| 72      | Genesee Wesleyan Seminary, Lima, Livingston county .....      | Spencer B. Fuller, A. M., Graduate Wesleyan University ..... | Secretary, Lewis F. Hull .....                                   | 18               | 7       | July 10             |
| 73      | Genesee and Wyoming Seminary, Alexander, Genesee county ..... | J. S. Bothwell, A. M., Grad. Union College ..                | President, Robert Griswold .....                                 | 20               | 7       | July 16             |
| 74      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer, Albert D. Wilbor .....                                |                  |         |                     |
| 75      | Genesee Academy, Genesee, Livingston co...                    |  | Secretary, D. A. Ogden .....                                     |                  |         |                     |
| 76      | Genesee Academy, Genesee, Livingston co...                    |  | President, Herman Blodgett .....                                 |                  |         |                     |
| 77      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer and Secretary, Levi M. Button .....                    |                  |         |                     |
| 78      | Genesee Academy, Genesee, Livingston co...                    |  | President, F. DeW. Ward .....                                    | 16               | 7       | July 12             |
| 79      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer, E. Cone .....   |                  |         |                     |
| 80      | Genesee Academy, Genesee, Livingston co...                    |  | Secretary, W. E. Lauderdale, M. D. ....                          | 5                | 4       | Aug. 31             |
| 81      | Genesee Academy, Genesee, Livingston co...                    |  | President, George B. Dunsinberry ..                              |                  |         |                     |
| 82      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer, S. H. Verplank .....                                  |                  |         |                     |
| 83      | Genesee Academy, Genesee, Livingston co...                    |  | Secretary, Phineas Prouty .....                                  |                  |         |                     |
| 84      | Genesee Academy, Genesee, Livingston co...                    |  | President, David S. Hurd .....                                   | 16               | 7       | Aug. 1              |
| 85      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer, J. Comstock .....                                     |                  |         |                     |
| 86      | Genesee Academy, Genesee, Livingston co...                    |  | Secretary, D. A. Munson .....                                    |                  |         |                     |
| 87      | Genesee Academy, Genesee, Livingston co...                    |  | President, A. J. Fennell .....                                   | 18               | 7       | July 3              |
| 88      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer, George G. Hawley .....                                |                  |         |                     |
| 89      | Genesee Academy, Genesee, Livingston co...                    |  | Secretary, D. H. Cowles .....                                    |                  |         |                     |
| 90      | Genesee Academy, Genesee, Livingston co...                    |  | President, H. Churchill .....                                    | 12               | 7       | Aug. 1              |
| 91      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer and Secretary, John McLaren .....                      |                  |         |                     |
| 92      | Genesee Academy, Genesee, Livingston co...                    |  | President, L. Clark .....  | 9                | 5       | June 30             |
| 93      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer, George G. Dains .....                                 |                  |         |                     |
| 94      | Genesee Academy, Genesee, Livingston co...                    |  | Secretary, C. A. Parker .....                                    |                  |         |                     |
| 95      | Genesee Academy, Genesee, Livingston co...                    |  | President, James R. Colgate .....                                | 27               | 9       | Aug. 1              |
| 96      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer, Phileas B. Spear .....                                |                  |         |                     |
| 97      | Genesee Academy, Genesee, Livingston co...                    |  | Secretary, Walter R. Brooks .....                                |                  |         |                     |
| 98      | Genesee Academy, Genesee, Livingston co...                    |  | President, Lewis Sberill .....                                   | 18               | 7       | Aug. 3              |
| 99      | Genesee Academy, Genesee, Livingston co...                    |  | Treasurer and Secretary, A. N. Bentley .....                     |                  |         |                     |

|    |  |  |                                      |    |   |         |
|----|--|--|--------------------------------------|----|---|---------|
| 84 | Halfmoon Academy, Halfmoon, Saratoga co.                                 | Charles T. Brockway                                    | Secretary, S. C. Reynolds            | 12 | 7 | July 21 |
| 85 | Hartford Academy, South Hartford, Washington county                      | Rev. L. W. Hallock                                     | President, C. Boughton               | 15 | 8 | Aug. 5  |
| 86 | Hartwick Seminary, Hartwick, Otsego co.                                  | Rev. William N. Scholl, D. D.                          | Treasurer, C. DeForest               | 12 | 7 | Aug. 28 |
| 87 | Holley Academy, Holley, Orleans county                                   | Ira Edwards, Graduate State Normal School              | Secretary, Samuel F. Litch           | 12 | 7 | July 20 |
| 88 | Hosack Falls Union School, Hosack Falls, Rensselaer county               | James L. Bothwell, A. B., Graduate Union College       | Treasurer, Joseph Hill               | 12 | 7 | June 13 |
| 89 | Hudson Academy, Hudson, Columbia county                                  | William P. Snyder                                      | President, Rev. W. D. Strobel, D. D. | 13 | 7 | July 28 |
| 90 | Hungerford Collegiate Institute, Adams, Jefferson county                 | Rev. J. Dunbar Houghton, A. M., Graduate Union College | Treasurer, H. N. Keys                | 13 | 7 | July 18 |
| 91 | Huntington Union School, Huntington, Suffolk county                      | Joseph Gilo, A. M., Grad. Dartmouth College            | Treasurer, Simon Harwood             | 13 | 7 | July 31 |
| 92 | Ithaca Academy, Ithaca, Tompkins county                                  | S. G. Williams, A. M., Graduate Hamilton College       | Secretary, John Berry                | 13 | 7 | July 20 |
| 93 | Jamestown Union School and Coll. Institute, Jamestown, Chautauque county | Samuel G. Love, A. M., Graduate Hamilton College       | President, George H. Nichols         | 13 | 7 | Aug. 1  |
| 94 | Johnstown Academy, Johnstown, Fulton co.                                 | A. Whigam  | Treasurer and Secretary, M. F. White | 13 | 7 | Aug. 1  |

\* No report in 1867; officers given as last reported.



SCHEDULE No. 2—Continued.

| Number. | ACADEMIES, etc.  | Name of Principal.  | Officers of the Board of Trustees.  | No. of Trustees. | Quorum. | Academic year ends. |
|---------|--|---|---|------------------|---------|---------------------|
| 95      | Jonesville Academy, Jonesville, Saratoga co.                   | Fenner E. King, A. M., Graduate Wesleyan University.....  | President, R. R. Kennedy.....<br>Treasurer and Secretary, Fenner E. King.....   | 1                | 1       | July 10             |
| 96      | Jordan Academy, Jordan, Onondaga county.....                   | .....   | President, William Porter.....<br>Treasurer, W. C. Rodgers.....   | 12               | 7       | July 31             |
| 97      | Keesville Academy, Keesville, Essex co..                       | Charles B. Ballard, Grad. University of Vermont.....  | Secretary, H. B. Dagget.....<br>President, Silas Arnold.....<br>Treasurer and Secretary, W. C. Watson, jr.....              | 9                | 5       | June 28             |
| 98      | Kinderhook Academy, Kinderhook, Columbia county.....           | J. B. Steele, Jr., A. M., Grad. Union College.  | President, William H. Tobey.....<br>Treasurer and Secretary, D. Van Schaack.....  | 12               | 7       | Aug. 11             |
| 99      | Kingston Academy, Kingston, Ulster county.                     | Joseph C. Wyckoff, Graduate College of New Jersey.....  | President, Marius Schoonmaker.....<br>Treasurer, Cornelius Burhans.....   | 10               | 6       | July 19             |
| 100     | Knoxville Academy, Knoxville, Albany co...                     | George H. Quay, Grad. State Normal School.  | Secretary, C. R. Abbott.....<br>President, Alexander Cronnece.....<br>Treasurer, Sylvester Sand.....                        | 9                | 5       | July 27             |
| 101     | Lansingburgh Academy, Lansingburgh, Rensselaer county.....     | Rev. Alden B. Whipple, Graduate Williams College.....   | Secretary, E. N. Bogardus.....<br>President, Rev. A. M. Beveridge.....<br>Treasurer and Secretary, F. B. Leonard, M. D..... | 12               | 7       | July 22             |
| 102     | Lawrenceville Academy, Lawrenceville, St. Lawrence county..... | Henry A. Pierce, Associate Principal.....<br>Hiram L. Ward, A. M., Graduate Hamilton College..... | President, L. Hulburd.....<br>Treasurer, E. M. Dana.....<br>Secretary, T. H. Ferris.....                                    | 20               | 7       | July 20             |
| 103     | Leavenworth Institute, Wolcott, Wayne co...                    | A. J. Hutton, Graduate Williams College.....  | President, E. N. Plank.....<br>Treasurer, William W. Paddock.....   | 9                | 5       | July 15             |
| 104     | Le Roy Academic Institute, Le Roy, Genesee county.....         | E. Harlow Russell.....  | Secretary, Chester Dutton, A. M.....<br>President, Chauncey L. Olmstead.....<br>Treasurer, John R. Olmstead.....            | .....            | .....   | July 3              |
| 105     | Liberty Normal Institute, Liberty, Sullivan county.....        | Thomas Robinson, Grad. State Normal School.   | Secretary, Lucius N. Bangs.....<br>President, John D. Watkins.....  | 1                | 1       | July 8              |

|     |   |   |                                    |    |   |         |
|-----|---|---|------------------------------------|----|---|---------|
| 107 | Lowville Academy, Lowville, Lewis county...                   | E. Barton Wood, A. M., Graduate Hamilton College .....          | Treasurer, B. O. Lewis .....       | 16 | 7 | July 31 |
| 108 | Lyzens Union School, Lyons, Wayne county...                   | Alexander D. Adams, Grad. Hobart College...                     | Secretary, James Alwater .....     | 16 | 4 | July 6  |
| 109 | Macedon Academy, Macedon Centre, Wayne county .....           | Gardner Fuller, A. M., Graduate Wesleyan University .....       | President, L. Leonard .....        | 16 | 4 | July 20 |
| 110 | Manlius Academy, Manlius Onondaga co. ....                    | Harrison J. Hickok, A. M., Graduate Union College .....         | Treasurer, John Doig .....         | 16 | 4 | July 12 |
| 111 | Marathon Academy, Marathon, Cortland co. ....                 | M. L. Hawley .....  | Secretary, W. R. Adams .....       | 16 | 4 | Aug. 8  |
| 112 | Marion Collegiate Institute, Marion, Wayne county .....       | Thomas B. Lovell, A. M., Graduate University of Rochester ..... | President, N. R. Merrick .....     | 16 | 4 | Aug. 31 |
| 113 | Marshall Seminary of Easton, Easton, Washington county .....  | Andrew J. Qua .....   | Treasurer, G. W. Cramer .....      | 16 | 4 | June 30 |
| 114 | Mechanicsville Academy, Mechanicsville, Saratoga county ..... | Charles O. Wetsell .....  | Secretary, B. R. Streety .....     | 16 | 4 | Aug. 6  |
| 115 | Medina Academy, Medina, Orleans county...                     | Charles Fairman, Grad. Waterville College...                    | President, Joseph M. Howland ..... | 16 | 4 | June 28 |
| 116 | Mexleo Academy, Mexleo, Oswego county .....                   | Wm. M. McLaughlin, A. M., Graduate Wesleyan University .....    | Treasurer, Darlee Osband .....     | 16 | 4 | July 8  |
| 117 | Middlebury Academy, Wyoming, Wyoming county .....             | J. M. Searf, A. M., Grad. Denison University .....              | Secretary, G. Fuller .....         | 16 | 4 | June 28 |
| 118 | Monroe Academy, Henrietta, Monroe county...                   | Frank H. Watkins .....  | President, Amasa A. Jerome .....   | 16 | 4 | June 22 |
|     |   |   | Treasurer, H. C. Van Schaack ..... | 16 | 4 |         |
|     |   |   | Secretary, W. M. Smith .....       | 16 | 4 |         |
|     |   |   | Treasurer, D. C. Squires .....     | 16 | 4 |         |
|     |   |   | Secretary, P. Mallory .....        | 16 | 4 |         |
|     |   |   | President, S. L. Baum .....        | 16 | 4 |         |
|     |   |   | Treasurer, Jacob Baker .....       | 16 | 4 |         |
|     |   |   | Secretary, N. D. Young .....       | 16 | 4 |         |
|     |   |   | President, A. S. Russell .....     | 16 | 4 |         |
|     |   |   | Treasurer, Daniel W. Abesl .....   | 16 | 4 |         |
|     |   |   | Secretary, James B. Allen .....    | 16 | 4 |         |
|     |   |   | President, Lewis Smith .....       | 16 | 4 |         |
|     |   |   | Treasurer, J. W. Ensign .....      | 16 | 4 |         |
|     |   |   | Secretary, Isaac Clements .....    | 16 | 4 |         |
|     |   |   | Treasurer, Wm. W. Potter .....     | 16 | 4 |         |
|     |   |   | Secretary, J. C. Sheppard .....    | 16 | 4 |         |
|     |   |   | President, Moses Brignall .....    | 16 | 4 |         |
|     |   |   | Treasurer, S. A. Fuller .....      | 16 | 4 |         |
|     |   |   | Secretary, Samuel H. Stone .....   | 16 | 4 |         |
|     |   |   | President, Loko D. Smith .....     | 16 | 4 |         |
|     |   |   | Treasurer, Charles Ray .....       | 16 | 4 |         |
|     |   |   | Secretary, Zenas Morse .....       | 16 | 4 |         |
|     |   |   | President, E. Palmer .....         | 16 | 4 |         |
|     |   |   | Treasurer, J. W. Davis .....       | 16 | 4 |         |
|     |   |   | Secretary, H. M. Calkins .....     | 16 | 4 |         |
|     |   |   | President, A. S. Wadsworth .....   | 16 | 4 |         |

## SCHEDULE No. 2—Continued.

| Number. | ACADEMIES, etc.   | Name of Principal.                                     | Officers of the Board of Trustees. | No. of Trustees. | Quorum. | Academic year ends. |
|---------|---|--|------------------------------------|------------------|---------|---------------------|
| 119     | Montgomery Academy, Montgomery, Orange county .....                   | Theron N. Little, Graduate Williams College            | President, S. M. Crawford .....    | 14               | 7       | Aug. 1              |
|         |   |  | Treasurer, T. L. Jackson .....     | .....            | .....   | .....               |
|         |   |  | Secretary, J. M. Wilkin .....      | .....            | .....   | .....               |
| 120     | Monticello Academy, Monticello, Sullivan co.                          | F. G. Snook, Graduate State Normal School..            | President, A. C. Niven .....       | 9                | 5       | June 21             |
|         |   |  | Treasurer, Richard Oakley .....    | .....            | .....   | .....               |
| 121     | Moravia Institute, Moravia, Cayuga co. ....                           | M. G. Hyde, Graduate Yale College .....                | Secretary, James L. Stewart .....  | .....            | .....   | .....               |
|         |   |  | President, Alonso Cutler .....     | 12               | 7       | Aug. 16             |
|         |   |  | Treasurer, Leander Fitts .....     | .....            | .....   | .....               |
| 122     | Mount Morris Union Free School, Mount Morris, Livingston county ..... | Ziba A. Colburn, Grad. Dartmouth College..             | Secretary, A. H. Denbar .....      | .....            | .....   | .....               |
|         |   |  | President, Z. W. Joslyn .....      | 9                | 5       | July 6              |
|         |   |  | Treasurer, G. S. Whitney .....     | .....            | .....   | .....               |
| 123     | Mount Pleasant Academy, Sing Sing, Westchester county .....           | W. W. Benjamin, Grad. Norwich University..             | Secretary, W. H. Noble .....       | .....            | .....   | .....               |
|         |   |  | President, K. Hoffman .....        | 11               | 7       | June 30             |
|         |   |  | Treasurer, C. F. Maurice .....     | .....            | .....   | .....               |
| 124     | Munro Collegiate Institute, Elbridge, Onondaga county .....           | T. K. Wright, Graduate Middlebury College.             | Secretary, A. Carpenter .....      | .....            | .....   | .....               |
|         |   |  | President, John Rice .....         | 12               | 5       | July 26             |
|         |   |  | Treasurer, Luke Ranney .....       | .....            | .....   | .....               |
| 125     | Naples Academy, Naples, Ontario county....                            | Chas. Jacobus, A. B., Grad. Hobart College.            | Secretary, James Munro .....       | .....            | .....   | .....               |
|         |   |  | President, Emory B. Pottle .....   | 9                | 5       | July 3              |
|         |   |  | Treasurer, James L. Monier .....   | .....            | .....   | .....               |
| 126     | Newark Union Free School, Newark, Wayne county .....                  | Jacob Wilson, A. M., Union College .....               | Secretary, E. Wells .....          | .....            | .....   | .....               |
|         |   |  | President, R. Thomas, M. D. ....   | 5                | 2       | July 5              |
|         |   |  | Treasurer, F. Williams .....       | .....            | .....   | .....               |
| 127     | New Berlin Academy, New Berlin, Chenango county .....                 | J. M. Sprague, Grad. Madison University ...            | Secretary, John S. Cronise .....   | .....            | .....   | .....               |
|         |   |  | President, E. C. Williams .....    | 13               | 7       | Aug. 31             |
|         |   |  | Treasurer, S. L. Morgan .....      | .....            | .....   | .....               |
| 128     | New Paltz Academy, New Paltz, Ulster co. .                            | Jared Hasbrouck, A. M., Graduate Rutgers College ..... | Secretary, William F. Jenks .....  | .....            | .....   | .....               |
|         |   |  | President, Alfred Deyo .....       | 16               | 7       | Sept. 5             |
|         |   |  | Treasurer, Edmund Ellings .....    | .....            | .....   | .....               |
| 129     | New York Central Academy, McGrawville, Cortland county .....          | Frank Place, A. M., Graduate Hamilton College .....    | Secretary, Solomon Deyo .....      | .....            | .....   | .....               |
|         |   |  | President, F. H. McGraw .....      | .....            | .....   | .....               |
|         |   |  | Treasurer, John B. La Mont .....   | .....            | .....   | .....               |
|         |   |  | Secretary, Henry C. Hendrick ..... | .....            | .....   | .....               |

| 130 / <i>New York Conference Seminary and Collegiate Institute, Charlotteville, Schoharie co.,...</i> |  | <i>Samuel Sias, A. M., Graduate Wesleyan University</i> |    | <i>Charles F. Dowd, Graduate Yale College</i> |       | <i>L. Hallock</i> |                               | <i>M. L. Ward, A. M., Graduate Madison University</i> |   | <i>J. S. Grinnell</i> |    | <i>J. W. Earle, M. A., Graduate University of Vermont</i> |    | <i>Chas. E. Swett, A. B., Graduate Dartmouth College</i> |       | <i>Rev. A. B. Graves, A. M., Grad. Wesleyan University</i> |                              | <i>W. P. Goodell, Grad. Dartmouth College</i> |   | <i>Edward G. Tyler and B. Richards, Graduates Amherst and Union College</i> |    | <i>E. J. Hamilton, Grad. University of Vermont</i> |    | <i>Joseph A. Prindle, A. M., Graduate Union College</i> |       | <i>D. O. Barber, A. M., Grad. Hamilton College</i> |                              |    |   |       |    |
|---|--|---|----|---|-------|-------------------|-------------------------------|---|---|-----------------------|----|---|----|--|-------|--|------------------------------|---|---|---|----|--|----|---|-------|--|------------------------------|----|---|-------|----|
| 131   | North Granville Ladies' Seminary, North Granville, Washington county | President, W. Lamont                                    | 13 | 7   | Aug.  | 2                 | Treasurer, John Morrison      | 13  | 7 | Aug.                  | 2  | Treasurer, John Morrison                                  | 13 | 7  | Aug.  | 2  | Treasurer, John Morrison     | 13  | 7 | Aug.  | 2  | Treasurer, John Morrison                           | 13 | 7   | Aug.  | 2  | Treasurer, John Morrison     | 13 | 7 | Aug.  | 2  |
| 132   | North Hebron Institute, North Hebron, Washington county              | Secretary, D. S. Lamont                                 | 9  | 6   | Aug.  | 16                | President, John Barker        | 9   | 6 | Aug.                  | 16 | Treasurer, John Barker                                    | 9  | 6  | Aug.  | 16   | Treasurer, John Barker       | 9   | 6 | Aug.  | 16 | Treasurer, John Barker                             | 9  | 6   | Aug.  | 16   | Treasurer, John Barker       | 9  | 6 | Aug.  | 16 |
| 133   | North Hebron Institute, North Hebron, Washington county              | Treasurer, John Barker                                  | 12 | 7   | Sept. | 16                | Secretary, A. Willett         | 12  | 7 | Sept.                 | 16 | President, George Smith                                   | 12 | 7  | Sept. | 16   | Treasurer, Abner Duell       | 12  | 7 | Sept.   | 16 | Treasurer, Abner Duell                             | 12 | 7   | Sept. | 16   | Treasurer, Abner Duell       | 12 | 7 | Sept. | 16 |
| 133   | Norwich Academy, Norwich, Chenango co.                               | Secretary, Horace Smith                                 | 13 | 7   | Aug.  | 1                 | President, Lewis Kingsley     | 13  | 7 | Aug.                  | 1  | Treasurer, Benjamin Frink                                 | 13 | 7  | Aug.  | 1  | Secretary, James G. Thompson | 13  | 7 | Aug.  | 1  | Secretary, James G. Thompson                       | 13 | 7   | Aug.  | 1  | Secretary, James G. Thompson | 13 | 7 | Aug.  | 1  |
| 134   | Ogdensburgh Educational Institute, Ogdensburgh, St. Lawrence county  | Treasurer, Benjamin Frink                               | 9  | 5   | June  | 13                | President, E. N. Merriam      | 9   | 5 | June                  | 13 | Treasurer, E. N. Merriam                                  | 9  | 5  | June  | 13   | Treasurer, E. N. Merriam     | 9   | 5 | June  | 13 | Treasurer, E. N. Merriam                           | 9  | 5   | June  | 13   | Treasurer, E. N. Merriam     | 9  | 5 | June  | 13 |
| 135   | Olean Academy, Olean, Cattaraugus county                             | Secretary, E. N. Merriam                                | 12 | 7   | Aug.  | 25                | President, Ansel Adams        | 12  | 7 | Aug.                  | 25 | Treasurer, M. A. Blakeslee                                | 12 | 7  | Aug.  | 25   | Secretary, Stanley Martin    | 12  | 7 | Aug.  | 25 | Secretary, Stanley Martin                          | 12 | 7   | Aug.  | 25   | Secretary, Stanley Martin    | 12 | 7 | Aug.  | 25 |
| 136   | Oneida Seminary, Oneida, Madison county                              | Treasurer, M. A. Blakeslee                              | 16 | 7   | July  | 16                | President, N. Higginbotham    | 16  | 7 | July                  | 16 | Treasurer, T. F. Hand                                     | 16 | 7  | July  | 16   | Secretary, Samuel Breese     | 16  | 7 | July  | 16 | Secretary, Samuel Breese                           | 16 | 7   | July  | 16   | Secretary, Samuel Breese     | 16 | 7 | July  | 16 |
| 137   | Oneida Conference Seminary, Cassenovia, Madison county               | Treasurer, T. F. Hand                                   | 16 | 7   | Aug.  | 1                 | President, Rev. Luke C. Quail | 16  | 7 | Aug.                  | 1  | Treasurer, George L. Rouse                                | 16 | 7  | Aug.  | 1  | Secretary, D. E. Haskett     | 16  | 7 | Aug.  | 1  | Secretary, D. E. Haskett                           | 16 | 7   | Aug.  | 1  | Secretary, D. E. Haskett     | 16 | 7 | Aug.  | 1  |
| 138   | Onondaga Academy, Onondaga Valley, Onondaga county                   | Secretary, D. E. Haskett                                | 9  | 5   | Aug.  | 16                | President, A. Bostwick        | 9   | 5 | Aug.                  | 16 | Treasurer, John F. Clark                                  | 9  | 5  | Aug.  | 16   | Secretary, George B. Clark   | 9   | 5 | Aug.  | 16 | Secretary, George B. Clark                         | 9  | 5   | Aug.  | 16   | Secretary, George B. Clark   | 9  | 5 | Aug.  | 16 |
| 139   | Ontario Female Seminary, Canandaigua, Ontario county                 | Treasurer, John F. Clark                                | 9  | 5   | June  | 25                | President, J. A. Granger      | 9   | 5 | June                  | 25 | Treasurer, W. P. Cheney, M. D.                            | 9  | 5  | June  | 25   | Secretary, W. S. Hubbell     | 9   | 5 | June  | 25 | Secretary, W. S. Hubbell                           | 9  | 5   | June  | 25   | Secretary, W. S. Hubbell     | 9  | 5 | June  | 25 |
| 140   | Oswego High School, Oswego, Oswego county                            | Secretary, W. S. Hubbell                                | 8  | 5   | July  | 10                | President, D. Harmon          | 8   | 5 | July                  | 10 | Treasurer, Charles North                                  | 8  | 5  | July  | 10   | Secretary, E. A. Sheldon     | 8   | 5 | July  | 10 | Secretary, E. A. Sheldon                           | 8  | 5   | July  | 10   | Secretary, E. A. Sheldon     | 8  | 5 | July  | 10 |
| 141   | Owego Academy, Owego, Tioga county                                   | Treasurer, Charles North                                | 12 | 7   | Aug.  | 1                 | President, Gordon Hewitt      | 12  | 7 | Aug.                  | 1  | Treasurer, Thomas Farrington                              | 12 | 7  | Aug.  | 1  | Secretary, John M. Parker    | 12  | 7 | Aug.  | 1  | Secretary, John M. Parker                          | 12 | 7   | Aug.  | 1  | Secretary, John M. Parker    | 12 | 7 | Aug.  | 1  |
| 142   | Oxford Academy, Oxford, Chenango county                              | Secretary, John M. Parker                               | 15 | 7   | June  | 29                | President, Calvin Cole        | 15  | 7 | June                  | 29 | Treasurer, W. H. Van Wagenen                              | 15 | 7  | June  | 29   | Secretary, J. W. Glover      | 15  | 7 | June  | 29 | Secretary, J. W. Glover                            | 15 | 7   | June  | 29   | Secretary, J. W. Glover      | 15 | 7 | June  | 29 |

\* No report in 1867; officers given as last reported.

## SCHEDULE No. 2—Continued.

| Number. | ACADEMIES, etc.   | Name of Principal.   | Officers of the Board of Trustees   | No. of Trustees | Quorum | Academic year ends. |
|---------|---|--|---|-----------------|--------|---------------------|
| 143     | Packer Collegiate Institute, Brooklyn, Kings county.....                    | Alonso Crittenden, Ph. D., Graduate Union College .....      | President, A. A. Low.....<br>Treasurer, J. H. Prentice.....<br>Secretary, J. W. Harper..... | 14              | 8      | June 24             |
| 144     | Palmyra Classical Union School, Palmyra, Wayne county.....                  | M. H. Pitts, A. M., Graduate Dartmouth College.....          | President, William Foster.....<br>Treasurer, David S. Aldrich.....                          | 9               | 5      | Sept. 1             |
| 145     | *Palatine Bridge Union Free School, Palatine Bridge, Montgomery county..... | Alfred Kendall.....  | Secretary, C. M. Kingman.....<br>President, John L. Ellithorp .....                         | 3               | 2      | July 12             |
| 146     | Peekskill Academy, Peekskill, Westchester county .....                      | Albert Wells, A. M., Grad. Rutgers College..                 | Treasurer, John D. Taylor.....<br>Secretary, G. G. Johnson.....                             | 12              | 7      | Aug. 31             |
| 147     | Penfield Seminary, Penfield, Monroe county..                                | Harlan P. Gago, A. B., Graduate Dartmouth College.....       | President, Owen T. Coffin.....<br>Treasurer, James B. Brown.....                            | 13              | 7      | Aug. 20             |
| 148     | Penn Yan Academy, Penn Yan, Yates county..                                  | Cleora M. Hatchins, Graduate Genesee College                 | Secretary, N. Dain. ....<br>President, O. Case.....   | 13              | 7      | Aug. 20             |
| 149     | Perry Academy, Perry, Wyoming county....                                    | Rev. J. N. Frodenburgh, A. B., Graduate Genesee College..... | Treasurer, T. A. Brown.....<br>Secretary, G. E. Flower.....                                 | 9               | 5      | June 21             |
| 150     | Phelps Union and Classical School, Phelps, Ontario county.....              | Rev. J. N. Frodenburgh, A. B., Graduate Genesee College..... | President, Charles C. Sheppard.....<br>Treasurer, Oliver Stark.....                         | 15              | 7      | Aug. 31             |
| 151     | Phelps Union Seminary, Albion, Orleans co..                                 | Esra J. Peck, A. M., Graduate Williams College.....          | Secretary, Levi O. Dunning.....<br>President, William Dolbeer.....                          | 5               | 3      | July 15             |
| 152     | Pike Seminary, Pike Wyoming county.....                                     | George A. Starkweather, Graduate Rochester University.....   | Treasurer, Robert Grinewood.....<br>Secretary, M. P. Andrews.....                           | 12              | 7      | Aug. 2              |
| 153     | Plattsburgh Academy, Plattsburgh, Clinton county.....                       | Rev. G. C. Waterman, Grad. Bowdoin College                   | President, W. A. Townsends.....<br>Treasurer and Secretary, T. B. Titus.....                | 19              | 7      | June 30             |
|         |   | Wm. L. R. Haven, Graduate Williams College                   | President, M. B. Shepard .....  | 10              | 6      | July 3              |
|         |   |  | Treasurer, W. W. Beah.....<br>Secretary, G. C. Waterman.....                                | 10              | 6      | July 3              |
|         |   |  | President, W. W. Hartwell.....<br>Treasurer, A. Williams.....                               | 10              | 6      | July 3              |
|         |   |  | Secretary, M. Hall.....   | 10              | 6      | July 3              |

|     |   |  |                                      |       |         |
|-----|---|--|--------------------------------------|-------|---------|
| 155 | Port Byron Free School and Academy, Port Byron, Cayuga county.....                  | Joseph W. Davis, Graduate Genesee College.                   | Treasurer, Samuel Baker.....         | 9     | June 30 |
| 156 | *Poughkeepsie Female Academy, Poughkeepsie, Dutchess county.....                    | Rev. D. G. Wright, A. M.....                                 | Secretary, Richard H. Hoff.....      | ..... | June 30 |
| 157 | Prospect Academy, Prospect, Oneida county.....                                      | J. M. Langworthy, A. M.....                                  | President, Hon. Wm. C. Sterling..... | ..... | July 12 |
| 158 | Pulaski Academy, Pulaski, Oswego county.....  | Nathan B. Smith, A. B., Graduate Middlebury College.....     | Treasurer, James O. Wood.....        | ..... | July 9  |
| 159 | Red Creek Union Seminary, Red Creek, Wayne county.....                              | Walker A. Brownell, A. B.....                                | Secretary, Henry D. Varick.....      | ..... | June 20 |
| 160 | *Richburgh Academy, Richburgh, Allegany county.....                                 | Eli J. Rogers, A. M.....                                     | President, Wm. Meyer.....            | 13    | July 12 |
| 161 | *Riverdale Institute, Tonawara, Westchester county.....                             | Rev. Edward M. Pecke, M. A., Rector.....                     | Treasurer, P. A. Conradt.....        | ..... | July 9  |
| 162 | *Rochester Female Academy, Rochester, Monroe county.....                            | Mrs. Sarah J. Nichols.....                                   | Secretary, J. M. Langworthy.....     | 9     | July 9  |
| 163 | Rochester Free Academy, Rochester, Monroe county.....                               | Rev. N. W. Benedict, A. M., Graduate Madison University..... | President, G. W. Wood.....           | ..... | June 20 |
| 164 | Rogersville Union Seminary, Rogersville, Steuben county (South Danville P. O.)..... | W. A. Dawson, A. B.....                                      | Treasurer, James A. Clark.....       | ..... | June 27 |
| 165 | Rome Academy, Rome, Oneida county.....  | E. O. Hovey, A. M., Graduate Madison University.....         | Secretary, Lorenzo Ling.....         | ..... | June 20 |
| 166 | Rural Seminary, East Pembroke, Genesee co.  | George M. Jones, A. B., Graduate Hamilton College.....       | President, W. P. Jones.....          | 9     | June 20 |
|     |   |  | Treasurer, W. O. Wood.....           | ..... | June 27 |
|     |   |  | Secretary, D. C. Washburn.....       | ..... | June 27 |
|     |   |  | President, William Burdick.....      | 6     | June 27 |
|     |   |  | Treasurer, J. Ferris.....            | ..... | June 27 |
|     |   |  | Secretary, C. N. Brown.....          | ..... | June 20 |
|     |   |  | President, Samuel D. Babcock.....    | 10    | June 20 |
|     |   |  | Treasurer, John Phillips.....        | ..... | June 20 |
|     |   |  | Secretary, Henry F. Spaulding.....   | ..... | July 15 |
|     |   |  | President, Isaac Hill.....           | 6     | July 15 |
|     |   |  | Treasurer, T. C. Montgomery.....     | ..... | July 15 |
|     |   |  | Secretary, J. A. Eastman.....        | ..... | July 3  |
|     |   |  | President, E. H. Ottoway.....        | 14    | July 3  |
|     |   |  | Treasurer, H. P. Langworth.....      | ..... | June 26 |
|     |   |  | Secretary, C. N. Simmons.....        | ..... | June 26 |
|     |   |  | President, Isaac Lyon.....           | 15    | June 26 |
|     |   |  | Treasurer, Robert Beach.....         | ..... | June 26 |
|     |   |  | Secretary, C. B. Ackley.....         | ..... | July 15 |
|     |   |  | President, Samuel Wardwell.....      | 17    | July 15 |
|     |   |  | Treasurer, Willis G. Abbott.....     | ..... | July 15 |
|     |   |  | Secretary, E. O. Hovey.....          | ..... | Aug. 15 |
|     |   |  | President, James C. Jack.....        | 13    | Aug. 15 |
|     |   |  | Treasurer, R. Willett.....           | ..... | Aug. 15 |
|     |   |  | Secretary, George B. Seamans.....    | ..... | Aug. 15 |

\* No report in 1867; officers given as last reported.

SCHEDULE No. 2—Continued.

| Number. | ACADEMIES, etc.  | Name of Principal.  | Officers of the Board of Trustees.  | No. of Trustees. | Quorum. | Academic year ends. |
|---------|--|---|---|------------------|---------|---------------------|
| 167     | Rushford Academy, Rushford, Allegany co...                     | Ira Bayles, A. M., Graduate Union College.                                      | President, J. C. Bixby.....<br>Treasurer, H. Hyde.....  | 6                | 4       | July 15             |
| 168     | Sara Bond Seminary, Ballston, Saratoga co...                   | Rev. D. W. Smith, Graduate Madison University.....                              | Secretary, C. J. Elmer.....<br>President, Lovett Moore, M. D.<br>Treasurer, Rev. D. W. Smith. | 9                | 5       | July 16             |
| 169     | St. Lawrence Academy, Potsdam, St. Lawrence county.....        | Geo. H. Sweet, A. M., Graduate Middlebury College.....                          | Secretary, Rev. Henry L. Grosz.....<br>President, Noble S. Elderkin.....                      | 24               | 7       | July 17             |
| 170     | Sauquoit Academy, Sauquoit, Oneida county.                     | Aaron White, M. A., Graduate Wesleyan University.....                           | Treasurer, Henry Watkins.....<br>Secretary, C. W. Leete.....                                  | 15               | 7       | Aug. 1              |
| 171     | Schenectady Union School, Schenectady, Schenectady county..... | Henry Whiteborne, A. M., Graduate Oxford University.....                        | President, Wm. Huxford.....<br>Treasurer, F. S. Savago.....                                   | 10               | 6       | June 28             |
| 172     | Schoharie Academy, Schoharie, Schoharie co.                    | Geo. W. Briggs, A. M., Graduate Colby University.....                           | Secretary, William Knight.....<br>President, Ira Brownell.....                                | 8                | 5       | Aug. 20             |
| 173     | Schuylerville Academy, Schuylerville, Saratoga county.....     | Rev. John Vroman, A. B., Graduate Yale College.....                             | Treasurer, John Bradt.....<br>Secretary, E. A. Charlton.....                                  | 12               | 7       | July 15             |
| 174     | Seneca Falls Academy, Seneca Falls, Seneca county.....         | Charles A. Wetmore, Graduate Hamilton College.....                              | President, Rev. G. A. Lintner, D.D.<br>Treasurer, O. B. Throop.....                           | 16               | 8       | Aug. 6              |
| 175     | Sodus Academy, Sodus, Wayne county.....                        | Elisha Curtiss, A. B., Graduate Union College.....                              | Secretary, R. Brewster.....<br>President, S. H. Dillingham.....                               | 12               | 7       | July 3              |
| 176     | Spencertown Academy, Spencertown, Columbia county.....         | Isaac Fowler.....   | Treasurer, F. Richardson.....<br>Secretary, R. N. Atwell.....                                 | 12               | 7       | July 27             |
| 177     | S. S. Seward Institute, Florida, Orange co...                  | Thomas G. Schriver, A. M., Graduate Rutgers College, and Miss Mary E. Hotchkiss | President, Ebenezer Reed, M. D.<br>Treasurer, U. Lawrence.....                                | 1                | 1       | Sept. 13            |
|         | (Fam. Dep.).....   |   | President, George M. Grier.....   | 1                | 1       |                     |

|     |   |  |  |    |          |
|-----|---|--|--|----|----------|
| 179 | Syracuse High School, Syracuse, Onondaga county .....           | Charles O. Roundy, A. M. ....                                  | Secretary, Rev. William B. Haigh<br>President, Samuel J. May<br>Treasurer, Edward Smith        | 8  | July 13  |
| 180 | *Troupsburgh Academy, Troupsburgh Centre, Steuben county .....  | Rev. Wm. Rees, D. D. ....                                      | President, N. M. Perry<br>Treasurer, Otis Reynolds   |    | June 25  |
| 181 | Troy Academy, Troy, Rensselaer county .....                     | T. Newton Wilson, A. M., Graduate Washington College, Va. .... | Secretary, N. Reynolds<br>President, Isaac McConihe, LL.D.<br>Treasurer, Hon. Francis N. Mann  | 12 | Sept. 1  |
| 182 | Troy Female Seminary, Troy, Rensselaer co. .                    | Mrs. Sarah L. Willard .....                                    | Secretary, T. Newton Wilson<br>President, Jonas C. Heart<br>Treasurer, Silas K. Stone          | 15 | June 26  |
| 183 | Troy High School, Troy, Rensselaer county ..                    | Marcus H. Martin, A. M., Graduate Union College .....          | Secretary, John H. Willard<br>President, William Kemp<br>Treasurer, D. Lane                    | 20 | July 19  |
| 184 | Troupsburgh Academy, Troupsburgh, Tompkins county .....         | E. M. Maynard, A. M., Graduate Amherst College .....           | Secretary, Edward Danforth<br>President, Herman Camp<br>Treasurer, A. G. Stone                 | 2  | Aug. 12  |
| 185 | Unadilla Academy, Unadilla, Otsego county ..                    | S. E. Smith, Graduate Union College .....                      | Secretary, R. S. Smith<br>President, A. B. Watson<br>Treasurer, E. Odell                       | 3  | July 9   |
| 186 | Union Academy of Belleville, Belleville, Jefferson county ..... | E. H. Hiller .....   | Secretary, A. D. Williams<br>President, John Clark<br>Treasurer, D. Chapman                    | 30 | June 27  |
| 187 | Union Hall Academy, Jamaica, Queens co. . .                     | Daniel O. Quinby, Graduate Bowdoin College.                    | Secretary, F. Edwards<br>President, W. A. Cogswell<br>Treasurer, Richard Brush                 | 5  | Sept. 15 |
| 188 | Union Village Academy, Greenwich, Washington county .....       | Edmund H. Gibson .....   | Secretary, John B. Alliger<br>President, James I. Lowrie<br>Treasurer, Leroy Mowrey            | 16 | Sept. 2  |
| 189 | Utica Academy, Utica, Oneida county .....                       | George C. Sawyer, Graduate Harvard University .....            | Secretary, D. W. Mandell<br>President, John Dagwell<br>Treasurer .....                         | 6  | July 31  |
| 190 | *Utica Female Academy, Utica, Oneida co. . .                    | Miss Jane E. Kelly .....                                       | Secretary, D. S. Hoffman<br>President, William J. Bacon<br>Treasurer and Secretary, M. M. Bagg |    | July 4   |

\* No report in 1887; officers given as last reported.



## SCHEDULE No. 2—Continued.

| Number. | ACADEMIES, etc.   | Name of Principal.   | Officers of the Board of Trustees.   | No. of Trustees. | Quorum. | Academic year ends. |
|---------|---|--|--|------------------|---------|---------------------|
| 191     | Vernon Academy, Vernon, Oneida county.....              | M. A. Sullivan .....                                       | President, Isaac Freeman, M. D.<br>Treasurer and<br>Secretary, A. P. Case .....  | 12               | 6       | Sept. 5             |
| 192     | Walkill Academy, Middletown, Orange co.....             | D. Kerr Bull.....  | President, Spencer M. Bull .<br>Treasurer, I. O. Beattie.....                    | 12               | 7       | July 20             |
| 193     | Walton Academy, Walton, Delaware county..               | Charles E. Sumner, Graduate Yale College...                | Secretary, D. Kerr Bull.....<br>President, David H. Gay.....                     | 13               | 7       | July 2              |
| 194     | Walworth Academy, Walworth Wayne co.....                | John G. Williams, A. M., Graduate Wesleyan University..... | Treasurer, George W. Fitch.....<br>Secretary, S. H. White.....                   | 15               | 7       | July 15             |
| 195     | Warrensburgh Academy, Warrensburgh, Warren county.....  | A. B. Abbott, A. B., Graduate Dartmouth college .....      | President, I. K. Sunford.....<br>Treasurer, A. Kipp.....                         | 13               | 7       | July 10             |
| 196     | Warsaw Union School, Warsaw, Wyoming co.                | Charles H. Dunn, Graduate Williams College.                | Secretary, P. Lawrence.....<br>President, Stephen Griffin, 2d.....               | 6                | 4       | June 30             |
| 197     | Warwick Institute, Warwick, Orange co.....              | C. H. Riggs, A. M., Grad. Rutgers' College.                | Treasurer, James Fuller .....  | 13               | 7       | July 26             |
| 198     | Washington Academy, Salem, Washington co.               | William Gerrie, A. M., Graduate Williams College.....      | Secretary, Dr. H. McNutt.....<br>President, J. A. McElwain .....                 | 13               | 7       | Aug. 20             |
| 199     | Waterloo Union School, Waterloo, Seneca co.             | James S. Boughton.....                                     | Treasurer, Samuel Fisher, 2d .....   | 3                | 2       | July 22             |
| 200     | Watertown High School, Watertown, Jefferson county..... | M. M. Merrill, Graduate Genesee College....                | Secretary, Charles W. Bailey .....   | 11               | 6       | June 30             |
| 201     | Watkins Academy, Watkins, Schuyler co.....              | A. C. Huff, Graduate Hobart College.....                   | President, Samuel Polton.....<br>Treasurer and<br>Secretary, C. H. Demarest..... | 9                | 5       | July 12             |

|     |  |  |                                   |       |       |       |         |
|-----|--|--|-----------------------------------|-------|-------|-------|---------|
| 203 | Webster Academy, Webster, Monroe county..                      | Eugene Chaceeeman, Grad. Hamilton College.               | Treasurer, Owen Spaulding .....   | ..... | ..... | ..... | Aug. 5  |
| 204 | Westfield Academy, Westfield, Chautauque co.                   | Charles E. Lane, A. B., Graduate Dartmouth College ..... | Secretary, A. J. Lang .....       | 12    | 7     | ..... | .....   |
| 205 | West Winfield Academy, West Winfield, Herkimer county .....    | D. P. Blackstone, A. M., Grad. Union College.            | President, William Dornig .....   | ..... | ..... | ..... | .....   |
| 206 | Whitestown Seminary, Whitestown, Oneida co.                    | J. S. Gardner, Ph. D., Graduate Hamilton College .....   | Treasurer, Wales Fuller .....     | ..... | ..... | ..... | .....   |
| 207 | Whitney's Point Union School .....                             | David Carver, Graduate Union College .....               | Secretary, C. P. Wolcott .....    | 5     | 3     | ..... | June 21 |
| 208 | Wilson Collegiate Institute, Wilson, Niagara county .....      | M. Davidson, A. M., Grad. Dartmouth College.             | President, Alvin Plumb .....      | ..... | ..... | ..... | .....   |
| 209 | Windsor Academy, Windsor, Broome co .....                      | Nelson Wilbur, Graduate Dartmouth College.               | Treasurer, L. Parsons .....       | ..... | ..... | ..... | .....   |
| 210 | Yates Academy, Yates, Orleans county .....                     | F. A. Greene, Grad. Rochester University ..              | Secretary, J. W. Warner .....     | 24    | 7     | ..... | July 29 |
| 211 | Yates Polytechnic Institute, Chittenango, Madison county ..... | A. L. Porter .....                                       | Treasurer, E. F. Beals .....      | ..... | ..... | ..... | .....   |
|     |  |  | Secretary, D. P. Blackstone ..... | ..... | ..... | ..... | .....   |
|     |  |  | President, D. S. Hoffman .....    | 24    | 7     | ..... | July 16 |
|     |  |  | Treasurer and                     | ..... | ..... | ..... | .....   |
|     |  |  | Secretary, J. S. Gardner .....    | ..... | ..... | ..... | .....   |
|     |  |  | President, N. A. Seymour .....    | 9     | 5     | ..... | June 28 |
|     |  |  | Treasurer, Asa Beach .....        | ..... | ..... | ..... | .....   |
|     |  |  | Secretary, Israel Stevens .....   | ..... | ..... | ..... | .....   |
|     |  |  | President, E. V. W. Dax .....     | 13    | 7     | ..... | July 20 |
|     |  |  | Treasurer, W. Hamblin .....       | ..... | ..... | ..... | .....   |
|     |  |  | Secretary, L. M. Wilson .....     | ..... | ..... | ..... | .....   |
|     |  |  | President, J. R. Belden .....     | 12    | 7     | ..... | June 28 |
|     |  |  | Treasurer, George Dusenbury ..... | ..... | ..... | ..... | .....   |
|     |  |  | Secretary, Henry L. Sleeper ..... | ..... | ..... | ..... | .....   |
|     |  |  | President, T. H. Coe .....        | 18    | 8     | ..... | June 21 |
|     |  |  | Treasurer, Richard Barry .....    | ..... | ..... | ..... | .....   |
|     |  |  | Secretary, S. E. Hagadorn .....   | ..... | ..... | ..... | .....   |
|     |  |  | President, George Grant .....     | 13    | ..... | ..... | July 12 |
|     |  |  | Treasurer and                     | ..... | ..... | ..... | .....   |
|     |  |  | Secretary, Benjamin Jenkins ..... | ..... | ..... | ..... | .....   |

## SCHEDULE No. 3.

*Containing abstracts of the Academic Reports for 1867, for the year ending between the 20th of June and the 15th of September of said year, exhibiting the number of students taught in the several academies from which such reports have been received, the number, sex and age of those who are claimed to have pursued classical studies or the higher branches of English education, or both, and the number allowed by the Regents as such, with the apportionment of their distributive shares of \$40,000 out of the income of the Literature Fund for said year.*

| NAMES OF ACADEMIES.                      | Average attendance of the several terms of the year. | Whole number of students during the year ending with the date of the report. | Number claimed to have pursued classical or higher English studies, or both, for four months or said year. | Sex of students so claimed. |          | Average age of students so claimed. | Number of students allowed by the Regents as claimed. | Amount of money apportioned from the income of the Literature Fund in January, 1868. |
|--|--|--|--|-----------------------------|----------|-------------------------------------|---|--|
|  |  |  |  | Males.                      | Females. |                                     |   |  |
| Academy at Little Falls .....            | 115  | 200  | 62   | 44                          | 18       | 16.4                                | 61  | \$222 43   |
| Academy of Dutchess County .....         | 114  | 230  | 59   | 58                          | 1        | 14.6                                | 47  | 171 38   |
| Albany Academy .....                     | 263  | 335  | 48   | 48                          | ---      | 16.2                                | 48  | 175 03   |
| Albion Academy .....                     | 221  | 368  | 107  | 70                          | 37       | 17.2                                | 107   | 390 16   |
| Alfred Academy .....                     | 130  | 243  | 64   | 42                          | 22       | 20.9                                | 61  | 222 43   |
| Ames Academy .....                       | 56   | 86   | 16   | 4                           | 12       | 18.                                 | 16  | 58 34  |
| Andes Collegiate Institute .....         | 75   | 140  | 50   | 22                          | 28       | 19.2                                | 45  | 164 03   |
| Angelic Academy .....                    | 88   | 141  | 36   | 14                          | 22       | 16.8                                | 33  | 120 33   |
| Antwerp Liberal Literary Institute ..... | 132  | 235  | 66   | 26                          | 40       | 18.                                 | 66  | 240 66   |
| Arcade Academy .....                     | 71   | 152  | 41   | 15                          | 26       | 17.9                                | 39  | 142 21   |

|  |      |      |       |       |       |      |       |       |       |
|--|------|------|-------|-------|-------|------|-------|-------|-------|
| <i>Aradoc Academy (1863-4)</i> .....         | 121* | 251* | 229*  | 122*  | 107*  | 17.7 | 149*  | 271   | 18    |
| <i>Argyle Academy</i> .....                  | 80   | 125  | 47    | 19    | 28    | 16.9 | 47    | 171   | 38    |
| <i>Attica Union School</i> .....             | 108  | 162  | 7     | ----- | 7     | 17.7 | 7     | 25    | 52    |
| <i>Auburn Academic High School</i> ....      | 109  | 162  | 88    | 38    | 50    | 16.6 | 70    | 255   | 25    |
| <i>Augusta Academy</i> ....                  | 28   | 28   | 9     | ----- | 9     | 15.8 | 2     | 7     | 29    |
| <i>Aurora Academy</i> .....                  | 64   | 134  | 82    | 52    | 30    | 15.6 | 82    | 299   | 00    |
| <i>Baldwinsville Academy</i> .....           | 20   | 27   | 27    | 6     | 21    | 16.2 | 27    | 98    | 45    |
| <i>Batavia Union School</i> .....            | 85   | 142  | 63    | 31    | 32    | 16.  | 49    | 178   | 67    |
| <i>Binghamton Academy</i> .....              | 150  | 211  | 50    | 18    | 32    | 16.2 | 48    | 175   | 03    |
| <i>Brookfield Academy</i> .....              | 9    | 18   | 18    | 9     | 9     | 18.3 | 18    | 65    | 64    |
| <i>Brooklyn Coll. and Polytech. Inst.</i> .. | 495  | 581  | 73    | 73    | ----- | 15.2 | 68    | 247   | 96    |
| <i>Buffalo Central School</i> .....          | 205  | 244  | 233   | 100   | 133   | 15.7 | 233   | 849   | 61    |
| <i>Buffalo Female Academy</i> .....          | 231  | 292  | 75    | ----- | 75    | 17.1 | 78    | 284   | 42    |
| <i>Cambridge Washington Academy</i> ..       | 87   | 177  | 81    | 8     | 23    | 16.  | 31    | 113   | 04    |
| <i>Canajoharie Academy</i> .....             | 56   | 106  | 9     | 6     | 3     | 16.7 | 9     | 32    | 82    |
| <i>Canandaigua Academy</i> .....             | 166  | 243  | 73    | 73    | ----- | 18.3 | 67    | 244   | 31    |
| <i>Canton Academy</i> .....                  | 108  | 190  | 28    | 12    | 16    | 16.3 | 26    | 94    | 80    |
| <i>Cary Collegiate Seminary</i> .....        | 129  | 213  | 29    | 18    | 11    | 16.9 | 29    | 105   | 74    |
| <i>Catskill Free Academy</i> .....           | 73   | 92   | 39    | 20    | 19    | 15.5 | 38    | 138   | 56    |
| <i>Cayuga Lake Academy</i> .....             | 67   | 105  | ----- | ----- | ----- | 14.5 | ----- | ----- | ----- |
| <i>Chamberlain Institute</i> .....           | 144  | 291  | 30    | 13    | 17    | 16.6 | 19    | 69    | 28    |
| <i>Champlain Academy</i> .....               | 91   | 91   | 17    | 7     | 10    | 16.1 | 17    | 61    | 99    |
| <i>Cherry Valley Academy, (1864-5)</i> ..    | 94*  | 130* | 86*   | 47*   | 39*   | 18.  | 86*   | 167   | 70    |
| <i>Chester Academy</i> .....                 | 65   | 103  | 20    | 3     | 17    | 16.7 | 19    | 69    | 28    |
| <i>Cincinnatus Academy</i> .....             | 94   | 172  | 68    | 35    | 33    | 17.8 | 68    | 247   | 96    |
| <i>Clarence Academy</i> .....                | 64   | 122  | 12    | 7     | 5     | 15.6 | 12    | 43    | 76    |

\* Not included in the footing of these columns.

SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.                        | Average attendance of the several terms of the year. | Whole number of students during the year ending with the date of the report. | Number claimed to have pursued classical or higher English studies, or both, for four months of said year. | Sex of students so claimed. |          | Average age of students so claimed. | Number of students allowed by the Regents as claimed. | Amount of money apportioned from the income of the Literature Fund in January, 1868. |
|--|--|--|--|-----------------------------|----------|-------------------------------------|---|--|
|  |  |  |  | Males.                      | Females. |                                     |   |  |
| Claverack Acad. and H. River Inst. . . . . | 274  | 434  | 212  | 119                         | 93       | 17.5                                | 210   | \$765 74   |
| Clinton Grammar School. . . . .            | 98   | 111  | 44   | —                           | 44       | 17.9                                | 40  | 145 86   |
| Clinton Liberal Institute. . . . .         | 140  | 248  | 63   | 37                          | 26       | 17.8                                | 55  | 200 55   |
| Corning Free Academy. . . . .              | 87   | 148  | 56   | 14                          | 42       | 14.8                                | 46  | 167 73   |
| Cortland Academy. . . . .                  | 182  | 332  | 109  | 48                          | 61       | 17.7                                | 102   | 371 93   |
| Cortlandville Academy. . . . .             | 227  | 372  | 80   | 46                          | 34       | 16.7                                | 80  | 291 71   |
| Coxsackie Academy. . . . .                 | 78   | 139  | 50   | 21                          | 29       | 16.3                                | 50  | 182 32   |
| Danville Seminary. . . . .                 | 113  | 188  | 47   | 22                          | 25       | 16.7                                | 47  | 171 38   |
| Deaf and Dumb Institution. . . . .         | —  | 457  | 457  | 273                         | 184      | —                                   | 457   | 1,666 40   |
| Delaware Academy. . . . .                  | 87   | 145  | 88   | 44                          | 44       | 18.1                                | 66  | 240 66   |
| Delaware Literary Institute. . . . .       | 115  | 240  | 82   | 42                          | 40       | 17.7                                | 82  | 299 00   |
| Deposit Academy. . . . .                   | 82   | 120  | —  | —                           | —        | 14.                                 | —   | —  |
| De Ruyter Institute. . . . .               | 73   | 152  | 40   | 20                          | 20       | 18.2                                | 39  | 142 21   |
| Dundee Academy. . . . .                    | 154  | 180  | 42   | 18                          | 24       | 17.                                 | 25  | 91 16  |
| East Bloomfield Academy. . . . .           | 75   | 150  | 26   | 13                          | 13       | 16.5                                | 18  | 65 64  |
| East Genesee Conference Seminary. . . . .  | 120  | 212  | 66   | 28                          | 38       | 17.7                                | 62  | 226 08   |

|  |     |     |       |       |       |      |       |          |
|--|-----|-----|-------|-------|-------|------|-------|----------|
| Ellington Academy.....                 | 78  | 145 | 20    | 5     | 15    | 17.7 | 20    | 72 93    |
| Elmira Free Academy.....               | 106 | 119 | 76    | 20    | 56    | 16.7 | 74    | 269 88   |
| Erasmus Hall Academy.....              | 89  | 135 | ..... | ..... | ..... | 12.  | ..... | .....    |
| Evans Academy.....                     | 52  | 95  | 14    | 5     | 9     | 15.2 | 14    | 51 05    |
| Fairfield Academy.....                 | 114 | 210 | 93    | 58    | 35    | 18.7 | 93    | 339 11   |
| Falley Seminary.....                   | 285 | 489 | 134   | 83    | 51    | 18.  | 133   | 484 97   |
| Forestville Free Academy.....          | 70  | 129 | 57    | 6     | 31    | 17.7 | 34    | 123 98   |
| Fort Covington Academy.....            | 93  | 154 | 96    | 41    | 55    | 17.4 | 93    | 350 05   |
| Fort Edward Collegiate Institute.....  | 263 | 511 | 312   | 219   | 93    | 18.4 | 312   | 1,137 67 |
| Fort Plain Sem. & Fem. Colleg. Inst.   | 48  | 88  | 24    | 10    | 14    | 16.1 | 13    | 47 40    |
| Franklin Academy, Malone.....          | 116 | 220 | 41    | 18    | 23    | 17.9 | 39    | 142 21   |
| Franklin Academy, Prattsburg.....      | 71  | 133 | 44    | 18    | 26    | 17.8 | 44    | 160 44   |
| Fredonia Academy.....                  | 112 | 171 | 45    | 24    | 21    | 17.8 | 45    | 164 09   |
| Friends' Academy.....                  | 121 | 182 | 7     | 5     | 2     | 16   | 5     | 18 23    |
| Friendship Academy.....                | 72  | 151 | 28    | 14    | 14    | 18.2 | 27    | 98 45    |
| Genesee Valley Seminary.....           | 103 | 187 | 54    | 21    | 33    | 17.9 | 54    | 196 90   |
| Genesee Wesleyan Seminary.....         | 298 | 505 | 145   | 69    | 76    | 19.1 | 134   | 488 61   |
| Genesee and Wyoming Seminary.....      | 44  | 89  | 28    | 11    | 17    | 16.3 | 24    | 87 51    |
| Genesco Academy.....                   | 97  | 209 | 65    | 25    | 40    | 17.4 | 65    | 237 02   |
| Geneva Classical and Union School..... | 183 | 340 | 133   | 73    | 60    | 15.7 | 183   | 484 97   |
| Gilbertsville Academy & Colleg. Inst.  | 96  | 174 | 37    | 12    | 25    | 16.5 | 87    | 134 92   |
| Glen's Falls Academy.....              | 201 | 290 | 29    | 8     | 21    | 17.5 | 29    | 105 74   |
| Gloversville Union Seminary.....       | 174 | 281 | 56    | 30    | 26    | 15.9 | 55    | 200 55   |
| Gouverneur Wesleyan Seminary.....      | 184 | 366 | 198   | 77    | 121   | 17.9 | 198   | 721 99   |
| Grammar School of Madison Univ'y       | 43  | 56  | 26    | 26    | ..... | 20.  | 26    | 94 81    |
| Greenville Academy.....                | 47  | 80  | 21    | 5     | 16    | 17.8 | 21    | 76 57    |
| Griffith Institute.....                | 72  | 158 | 15    | 4     | 11    | 17.5 | 15    | 54 70    |

SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.                  | Average attendance of the several terms of the year. | Whole number of students during the year ending with the date of the report. | Number claimed to have pursued classical or higher English studies, or both, for four months of said year. | Sex of students so claimed. |          | Average age of students so claimed. | Number of students allowed by the regents as claimed. | Amount of money apportioned from the income of the Literature Fund in January, 1868. |
|--------------------------------------|--|--|--|-----------------------------|----------|-------------------------------------|---|--|
|                                      |  |  |  | Males.                      | Females. |                                     |   |  |
| Groton Academy.....                  | 103  | 194  | 119  | 59                          | 60       | 16.5                                | 119   | \$483 92   |
| Halfmoon Academy.....                | 65   | 117  | 48   | 19                          | 29       | 16.7                                | 46  | 167 73   |
| Hartford Academy.....                | 37   | 60   | .....  | .....                       | .....    | 15.                                 | .....   | .....  |
| Hartwick Seminary.....               | 40   | 78   | 48   | 36                          | 12       | 20.1                                | 28  | 102 10   |
| Holley Academy.....                  | 64   | 119  | 18   | 5                           | 13       | 16.1                                | 14  | 51 05  |
| Hudson Academy.....                  | 86   | 114  | 14   | 6                           | 8        | 17.1                                | 14  | 51 05  |
| Hungerford Collegiate Institute..... | 135  | 270  | 121  | 72                          | 49       | 17.9                                | 77  | 280 77   |
| Huntington Union School.....         | 70   | 90   | 66   | 35                          | 31       | 15.5                                | 60  | 218 78   |
| Ithaca Academy.....                  | 191  | 332  | 117  | 56                          | 61       | 17.3                                | 117   | 426 63   |
| Jamestown Academy.....               | 32   | 75   | 62   | 37                          | 25       | 17.5                                | 61  | 222 43   |
| Johnstown Academy.....               | 101  | 153  | 41   | 15                          | 26       | 16.                                 | 41  | 149 50   |
| Jonesville Academy.....              | 57   | 110  | 50   | 23                          | 27       | 17.4                                | 50  | 182 32   |
| Keeseville Academy.....              | 82   | 157  | 10   | 6                           | 4        | 18.4                                | 10  | 36 46  |
| Kinderhook Academy.....              | 30   | 45   | 4  | 3                           | 1        | 18.                                 | 4   | 14 59  |
| Kingston Academy.....                | 59   | 67   | 63   | 27                          | 36       | 16.1                                | 54  | 196 90   |
| Knoxville Academy.....               | 33   | 68   | 18   | 11                          | 7        | 17.8                                | 18  | 65 64  |

|                                       |     |     |       |       |       |      |       |       |       |
|---------------------------------------|-----|-----|-------|-------|-------|------|-------|-------|-------|
| Le Roy Academic Institute . . . . .   | 232 | 348 | 23    | 16    | 7     | 17.9 | 21    | 76    | 57    |
| Liberty Normal Institute . . . . .    | 90  | 155 | 29    | 11    | 18    | 17.2 | 27    | 98    | 45    |
| Lockport Union School . . . . .       | 208 | 377 | 108   | 41    | 67    | 17.7 | 93    | 339   | 11    |
| Lowville Academy . . . . .            | 80  | 165 | 28    | 14    | 14    | 17.9 | 24    | 87    | 51    |
| Lyons Union School* . . . . .         | 66  | 74  | 31    | 11    | 20    | 15.  | ----- | ----- | ----- |
| Macedon Academy . . . . .             | 61  | 127 | 107   | 58    | 49    | 18.  | 107   | 390   | 16    |
| Manlius Academy . . . . .             | 54  | 98  | 4     | ----- | 4     | 16.2 | 4     | 14    | 59    |
| Marathon Academy . . . . .            | 84  | 180 | 17    | 4     | 13    | 17.5 | 15    | 54    | 70    |
| Marion Collegiate Institute . . . . . | 87  | 173 | 36    | 16    | 20    | 17.  | 36    | 131   | 27    |
| Marshall Seminary of Easton . . . . . | 34  | 66  | 35    | 22    | 13    | 16.7 | 17    | 61    | 99    |
| Mechanicville Academy . . . . .       | 86  | 168 | 69    | 46    | 23    | 17.6 | 68    | 247   | 96    |
| Medina Academy . . . . .              | 97  | 178 | 55    | 22    | 33    | 16.5 | 55    | 200   | 55    |
| Mexico Academy . . . . .              | 125 | 252 | 115   | 45    | 70    | 17.1 | 116   | 422   | 98    |
| Middlebury Academy . . . . .          | 79  | 155 | 28    | 13    | 15    | 17.8 | 28    | 102   | 10    |
| Monroe Academy . . . . .              | 24  | 41  | 10    | 4     | 6     | 17.2 | 10    | 36    | 46    |
| Montgomery Academy . . . . .          | 91  | 130 | 24    | 9     | 15    | 16.  | 24    | 87    | 51    |
| Monticello Academy . . . . .          | 161 | 257 | 24    | 11    | 13    | 15.5 | ----- | ----- | ----- |
| Moravia Institute . . . . .           | 77  | 162 | 17    | 9     | 8     | 16.6 | 17    | 61    | 99    |
| Mount Morris Union School . . . . .   | 83  | 124 | 46    | 23    | 23    | 16.7 | 46    | 167   | 73    |
| Mount Pleasant Academy . . . . .      | 88  | 98  | ----- | ----- | ----- | 15.4 | ----- | ----- | ----- |
| Munro Collegiate Institute . . . . .  | 136 | 259 | 128   | 56    | 72    | 18.2 | 128   | 466   | 74    |
| Naples Academy . . . . .              | 113 | 190 | 113   | 51    | 62    | 16.7 | 39    | 142   | 21    |
| Newark Union Free School . . . . .    | 422 | 516 | 89    | 45    | 44    | 16.7 | 88    | 320   | 88    |

• Report received too late for the distribution of the Literature Fund.



SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.                   | Average attendance of the several terms of the year. | Whole number of students during the year ending with the date of the report. | Number claimed to have pursued classical or higher English studies, or both, for four months of said year. | Sex of students so claimed. |          | Average age of students so claimed. | Number of students allowed by the Regents as claimed. | Amount of money apportioned from the income of the Literature Fund in January, 1868. |
|---------------------------------------|--|--|--|-----------------------------|----------|-------------------------------------|---|--|
|                                       |  |  |  | Males.                      | Females. |                                     |   |  |
| New Berlin Academy .....              | 112  | 189  | 94   | 47                          | 47       | 16.8                                | 93  | \$339 11   |
| New Paltz Academy .....               | 51   | 59   | 30   | 16                          | 14       | 16.2                                | 30  | 109 39   |
| New York Central Academy .....        | 84   | 133  | 30   | 13                          | 17       | 16.3                                | 14  | 51 05  |
| New York Conf. Sem. and Coll. Inst.   | 80   | 80   | 48   | 23                          | 25       | 17.8                                | 48  | 175 03   |
| Norwich Academy .....                 | 174  | 304  | 115  | 57                          | 58       | 17.                                 | 112   | 408 40   |
| Ogdensburg Educational Institute ..   | 60   | 100  | 80   | 45                          | 35       | 15.9                                | 11  | 40 11  |
| Olean Academy .....                   | 63   | 129  | 21   | 15                          | 6        | 16.6                                | 21  | 76 57  |
| Oneida Seminary .....                 | 149  | 273  | 52   | 24                          | 28       | 17.2                                | 50  | 182 32   |
| Oneida Conference Seminary .....      | 259  | 495  | 213  | 117                         | 96       | 19.1                                | 199   | 725 63   |
| Onondaga Academy .....                | 77   | 150  | 141  | 76                          | 65       | 16.4                                | 102   | 371 93   |
| Ontario Female Seminary .....         | 133  | 183  | 40   | .....                       | 40       | 17.1                                | 35  | 127 62   |
| Oswego High School .....              | 94   | 124  | 56   | 17                          | 39       | 17.3                                | 56  | 204 20   |
| Owego Academy .....                   | 115  | 196  | 107  | 69                          | 38       | 17.6                                | 107   | 390 16   |
| Oxford Academy .....                  | 168  | 280  | 167  | 74                          | 93       | 17.1                                | 166   | 605 30   |
| Packer Collegiate Institute .....     | 622  | 751  | 118  | .....                       | 118      | 16.9                                | 118   | 430 28   |
| Palmyra Classical and Union School .. | 140  | 191  | 80   | 29                          | 51       | 16.2                                | 79  | 288 07   |

|                                      |       |       |       |       |       |       |       |       |       |
|--------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Pentfield Seminary.....              | 68    | 96    | 21    | 7     | 14    | 16.8  | 20    | 72    | 96    |
| Penn Yan Academy.....                | 180   | 380   | 204   | 112   | 92    | 16.5  | 178   | 649   | 06    |
| Perry Academy.....                   | 156   | 269   | 68    | 27    | 41    | 17.6  | 67    | 244   | 31    |
| Phelps Union and Classical School .. | 229   | 325   | 41    | 16    | 25    | 16.3  | 40    | 145   | 86    |
| Phipps Union Seminary .....          | 70    | 117   | 46    | ..... | 46    | 15.3  | 43    | 156   | 80    |
| Pike Seminary.....                   | 96    | 192   | 73    | 30    | 43    | 18.7  | 73    | 266   | 18    |
| Plattsburg Academy .....             | 50    | 71    | 29    | 14    | 15    | 16.   | 7     | 25    | 52    |
| Pompey Academy .....                 | 46    | 83    | 28    | 9     | 19    | 16.6  | 17    | 61    | 99    |
| Port Byron Free School and Acad..    | 25    | 39    | 12    | 4     | 8     | 15.5  | 9     | 32    | 82    |
| Prospect Academy .....               | 56    | 98    | 45    | 26    | 19    | 17.8  | 44    | 160   | 44    |
| Pulaski Academy .....                | 125   | 218   | 112   | 41    | 71    | 17.6  | 112   | 408   | 39    |
| Red Creek Union Seminary .....       | 99    | 196   | 57    | 31    | 26    | 17.7  | 51    | 185   | 97    |
| Rochester Free Academy .....         | 131   | 191   | 120   | 34    | 86    | 16.8  | 120   | 437   | 56    |
| Rogersville Union Seminary .....     | 64    | 192   | 66    | 30    | 36    | 17.7  | 66    | 240   | 66    |
| Rome Academy .....                   | 112   | 180   | 89    | 40    | 49    | 15.   | 89    | 324   | 52    |
| Rural Seminary .....                 | 82    | 150   | 76    | 40    | 36    | 17.   | 59    | 215   | 14    |
| Rushford Academy .....               | 129   | 192   | 15    | 4     | 11    | 18.9  | 15    | 54    | 70    |
| St. Lawrence Academy .....           | 155   | 294   | 148   | 74    | 74    | 17.8  | 148   | 539   | 66    |
| St. Lawrence Academy (1865-6)* ..    | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 158   | 29    |
| Sauquoit Academy .....               | 106   | 188   | 37    | 22    | 15    | 17.6  | 36    | 131   | 27    |
| Schenectady Union School .....       | 111   | 137   | 112   | 45    | 67    | 15.5  | ..... | ..... | ..... |
| Schoharie Academy .....              | 81    | 140   | 64    | 23    | 41    | 16.4  | 57    | 207   | 84    |
| Seneca Falls Academy .....           | 90    | 90    | 21    | 10    | 11    | 15.7  | 11    | 40    | 11    |
| Sodus Academy .....                  | 81    | 148   | 95    | 48    | 47    | 17.3  | 95    | 346   | 41    |

\* In addition to amount heretofore apportioned for that year.

SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.               | Average attendance of the several terms of the year. | Whole number of students during the year ending with the date of the report. | Number claimed to have pursued classical or higher English studies, or both, for four months of said year. | Sex of students so claimed. |          | Average age of students so claimed. | Number of students allowed by the Regents as claimed. | Amount of money appropriated from the income of the Literature Fund in January, 1868. |
|-----------------------------------|--|--|--|-----------------------------|----------|-------------------------------------|---|---|
|                                   |  |  |  | Males.                      | Females. |                                     |   |   |
| Spencertown Academy .....         | 33   | 66   | 16   | 6                           | 10       | 17.8                                | 9   | \$32 82   |
| S. S. Seward Institute .....      | 29   | 43   | 29   | 6                           | 23       | 17.8                                | 28  | 102 10  |
| Starkey Seminary .....            | 86   | 159  | 40   | 19                          | 21       | 17.3                                | 40  | 145 86  |
| Syracuse High School .....        | 101  | 160  | 103  | 25                          | 78       | 17.3                                | 75  | 273 48  |
| Troy Academy .....                | 75   | 109  | 18   | 14                          | 4        | 15.4                                | 17  | 61 99   |
| Troy Female Seminary .....        | 213  | 238  | 88   | -----                       | 88       | 17.5                                | 88  | 320 88  |
| Troy High School .....            | 110  | 140  | 70   | 24                          | 46       | 16.2                                | 69  | 251 60  |
| Trumansburgh Academy .....        | 62   | 102  | 51   | 18                          | 33       | 17.2                                | 51  | 185 97  |
| Unadilla Academy .....            | 111  | 207  | 53   | 23                          | 30       | 16.9                                | 52  | 189 61  |
| Union Academy of Belleville ..... | 137  | 280  | 222  | 123                         | 99       | 17.9                                | 137   | 499 56  |
| Union Hall Academy .....          | 159  | 220  | 85   | 59                          | 26       | 16.                                 | 66  | 240 66  |
| Union Village Academy .....       | 133  | 221  | 22   | 12                          | 10       | 18.8                                | 22  | 80 22   |
| Utica Academy .....               | 110  | 125  | 103  | 28                          | 75       | 16.2                                | 103   | 375 57  |
| Vernon Academy .....              | 35   | 57   | 28   | 7                           | 21       | 15.9                                | 19  | 69 28   |
| Wallkill Academy .....            | 105  | 200  | 69   | 43                          | 26       | 15.9                                | 66  | 240 66  |
| Walton Academy .....              | 114  | 213  | 41   | 18                          | 23       | 17.9                                | 41  | 149 50  |

|                                   |        |        |        |       |       |       |        |             |
|-----------------------------------|--------|--------|--------|-------|-------|-------|--------|-------------|
| Washington Academy.....           | 82     | 243    | 70     | 31    | 43    | 13.0  | 12     | 204 04      |
| Waterloo Union School .....       | 94     | 148    | 33     | 19    | 14    | 16.2  | 26     | 94 80       |
| Watertown High School.....        | 93     | 104    | 65     | 20    | 45    | 15.9  | 65     | 237 02      |
| Watkins Academy .....             | 101    | 153    | 25     | 10    | 15    | 15.7  | 21     | 76 57       |
| Waverly Institute .....           | 54     | 218    | 56     | 15    | 41    | 17.   | 51     | 185 97      |
| Webster Academy .....             | 53     | 59     | 41     | 26    | 15    | 16.2  | 31     | 113 04      |
| Westfield Academy.....            | 110    | 191    | 104    | 42    | 62    | 16.9  | 103    | 375 57      |
| West Winfield Academy.....        | 95     | 203    | 93     | 44    | 49    | 16.9  | 93     | 339 11      |
| Whitestown Seminary.....          | 290    | 534    | 167    | 101   | 66    | 18.2  | 166    | 605 30      |
| Whitney's Point Union School ...  | 62     | 105    | 4      | 3     | 1     | 18.5  | 4      | 14 59       |
| Wilson Collegiate Institute ..... | 54     | 111    | 28     | 13    | 15    | 17.   | 23     | 83 87       |
| Windsor Academy.....              | 53     | 105    | 17     | 6     | 11    | 18.6  | 17     | 61 99       |
| Yates Academy .....               | 55     | 87     | -----  | ----- | ----- | ----- | -----  | -----       |
| Yates Polytechnic Institute ..... | 54     | 92     | 18     | 9     | 9     | 17.6  | 17     | 61 99       |
|                                   | 20,724 | 34,851 | 11,896 | 5,677 | 6,219 | ----- | 10,806 | \$40,000 00 |

## APPENDIX TO SCHEDULE No. 3,

*Showing the results of the three written preliminary academic examinations held during the academic year 1866-7.*

| NAMES OF ACADEMIES.                      | Nov.,<br>1866. | Feb.,<br>1867. | June,<br>1867. | Total. |
|--|----------------|----------------|----------------|--------|
| Academy at Little Falls .....            | .....          | 4              | .....          | 4      |
| Academy of Dutchess County .....         | .....          | .....          | 30             | 30     |
| Albany Academy .....                     | 6              | 10             | 9              | 25     |
| Albany Female Academy .....              | .....          | .....          | .....          | .....  |
| Albany Female Seminary .....             | .....          | .....          | .....          | .....  |
| Albion Academy .....                     | 5              | 18             | 30             | 53     |
| Alfred Academy .....                     | 8              | 3              | 1              | 12     |
| Ames Academy .....                       | .....          | 15             | .....          | 15     |
| Andes Collegiate Institute .....         | 5              | 12             | .....          | 17     |
| Angelica Academy .....                   | 15             | 10             | 3              | 28     |
| Antwerp Liberal Literary Institute ..... | 24             | 33             | 9              | 66     |
| Arcade Academy .....                     | .....          | .....          | 3              | 3      |
| Argyle Academy .....                     | 10             | 30             | 9              | 49     |
| Attica Union Free School .....           | .....          | 17             | 11             | 28     |
| Auburn Academic High School ..           | 30             | 51             | 32             | 113    |
| Augusta Academy .....                    | .....          | .....          | .....          | .....  |
| Aurora Academy .....                     | .....          | 45             | 32             | 77     |
| Baldwinsville Academy .....              | 7              | 11             | 4              | 22     |
| Batavia Union School .....               | .....          | 19             | 5              | 24     |
| Binghamton Academy .....                 | .....          | 15             | 9              | 24     |
| Brookfield Academy .....                 | .....          | 6              | .....          | 6      |
| Brooklyn Collegiate & Poly. Inst. ....   | .....          | .....          | 11             | 11     |
| Buffalo Central School .....             | .....          | .....          | .....          | .....  |
| Buffalo Female Academy .....             | .....          | .....          | .....          | .....  |
| Cambridge Washington Academy ..          | 5              | .....          | 5              | 10     |
| Canajoharie Academy .....                | .....          | .....          | 11             | 11     |
| Canandaigua Academy .....                | .....          | 17             | 22             | 39     |
| Canton Academy .....                     | 1              | 6              | 3              | 10     |
| Cary Collegiate Seminary .....           | 1              | 3              | 9              | 13     |
| Catskill Free Academy .....              | 12             | 7              | 4              | 23     |
| Cayuga Lake Academy .....                | .....          | .....          | .....          | .....  |
| Chamberlain Institute .....              | 2              | 13             | 4              | 19     |
| Champlain Academy .....                  | .....          | 14             | .....          | 14     |
| Chester Academy .....                    | .....          | .....          | 10             | 10     |
| Cincinnati Academy .....                 | 2              | 5              | 2              | 9      |
| Clarence Academy .....                   | 13             | .....          | .....          | 13     |
| Claverack Acad. & H. River Inst. ..      | 47             | 33             | 31             | 111    |
| Clinton Academy .....                    | .....          | .....          | .....          | .....  |

## APPENDIX TO SCHEDULE No. 3—Continued.

| AMES OF ACADEMIES.                   | Nov.,<br>1866. | Feb.,<br>1867. | June,<br>1867. | Total. |
|--------------------------------------|----------------|----------------|----------------|--------|
| Grammar School . . . . .             | -----          | 4              | 11             | 15     |
| Liberal Institute . . . . .          | 4              | 21             | 3              | 28     |
| Free Academy . . . . .               | 13             | 12             | 3              | 28     |
| d Academy . . . . .                  | 4              | 59             | 6              | 69     |
| dville Academy . . . . .             | 6              | 11             | 1              | 18     |
| ie Academy . . . . .                 | 3              | 5              | 2              | 10     |
| le Seminary . . . . .                | 9              | 21             | 4              | 34     |
| d Dumb Institution . . . . .         | -----          | -----          | -----          | -----  |
| re Academy . . . . .                 | 1              | 13             | -----          | 14     |
| re Literary Institute . . . . .      | 14             | 17             | 16             | 47     |
| ter Institute . . . . .              | 4              | 20             | -----          | 24     |
| Academy . . . . .                    | -----          | 24             | -----          | 24     |
| oomfield Academy . . . . .           | -----          | 13             | 13             | 26     |
| neseec Conference Seminary . . . . . | 4              | 11             | 5              | 20     |
| on Academy . . . . .                 | -----          | 15             | -----          | 15     |
| Free Academy . . . . .               | -----          | -----          | 60             | 60     |
| s Hall Academy . . . . .             | -----          | -----          | -----          | -----  |
| Academy . . . . .                    | 5              | 4              | 2              | 11     |
| l Academy . . . . .                  | 17             | 10             | 13             | 40     |
| Seminary . . . . .                   | 30             | 25             | 27             | 82     |
| s' Hall Academy . . . . .            | -----          | -----          | 9              | 9      |
| ille Free Academy . . . . .          | 22             | 10             | 3              | 35     |
| vington Academy . . . . .            | 19             | 19             | 8              | 46     |
| lward Collegiate Institute . . . . . | 47             | 91             | 39             | 177    |
| ain Sem. & Fem. Col. Inst. . . . .   | -----          | -----          | -----          | -----  |
| n Academy, Malone . . . . .          | -----          | 2              | 1              | 3      |
| n Academy, Prattsburg . . . . .      | 5              | 19             | 8              | 32     |
| ia Academy . . . . .                 | 10             | 9              | -----          | 19     |
| ' Academy . . . . .                  | -----          | 2              | -----          | 2      |
| hip Academy . . . . .                | -----          | 2              | 1              | 3      |
| e Valley Seminary . . . . .          | 6              | 6              | 4              | 16     |
| e Wesleyan Seminary . . . . .        | 2              | 22             | 32             | 56     |
| e and Wyoming Seminary . . . . .     | 3              | 3              | -----          | 6      |
| o Academy . . . . .                  | 15             | 11             | 15             | 41     |
| Classical and Union School . . . . . | 10             | 11             | 14             | 35     |
| sville Acad. and Col. Inst. . . . .  | -----          | 17             | -----          | 17     |
| Falls Academy . . . . .              | -----          | 2              | 3              | 5      |
| ville Union Seminary . . . . .       | 6              | 14             | 5              | 25     |
| neur Wesleyan Seminary . . . . .     | 47             | 46             | 25             | 118    |
| r School of Madison Univ. . . . .    | 4              | 13             | 2              | 19     |
| lle Academy . . . . .                | 2              | -----          | -----          | 2      |
| Academy . . . . .                    | 3              | 2              | 1              | 6      |

## APPENDIX TO SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.               | Nov.,<br>1866. | Feb.,<br>1867. | June,<br>1867. | Total. |
|-----------------------------------|----------------|----------------|----------------|--------|
| Groton Academy .....              | 10             | 20             | 12             | 42     |
| Halfmoon Academy .....            |                | 19             | 8              | 27     |
| Hartwick Seminary .....           |                |                |                |        |
| Holley Academy .....              |                | 11             |                | 11     |
| Hudson Academy .....              | 7              | 9              |                | 16     |
| Hungerford Collegiate Institute.. | 20             | 4              | 7              | 31     |
| Huntington Union School .....     |                |                |                |        |
| Ingham University, Acad. Dep't .. |                |                |                |        |
| Ithaca Academy .....              | 7              | 12             | 17             | 36     |
| Jamestown Union School and C. I   | 29             | 35             | 16             | 80     |
| Johnstown Academy .....           |                | 1              | 1              | 2      |
| Jonesville Academy .....          |                | 21             | 10             | 31     |
| Jordan Academy .....              |                |                |                |        |
| Keeseville Academy .....          |                |                |                |        |
| Kinderhook Academy .....          |                |                |                |        |
| Kingston Academy .....            |                |                |                |        |
| Knoxville Academy .....           | 1              | 5              | 1              | 7      |
| Lansingburgh Academy .....        |                | 12             |                | 12     |
| Lawrenceville Academy .....       | 26             | 17             | 17             | 60     |
| Leavenworth Institute .....       | 1              | 9              | 4              | 14     |
| Le Roy Academic Institute .....   | 1              | 2              | 1              | 4      |
| Liberty Normal Institute .....    |                | 5              |                | 5      |
| Lockport Union School .....       | 14             | 27             | 20             | 61     |
| Lowville Academy .....            | 4              | 1              | 5              | 10     |
| Lyons Union School .....          |                | 12             |                | 12     |
| Macedon Academy .....             | 13             | 28             | 16             | 57     |
| Manlius Academy .....             |                | 2              | 1              | 3      |
| Marathon Academy .....            | 10             | 7              |                | 17     |
| Marion Collegiate Institute ..... | 1              | 10             | 7              | 18     |
| Marshall Seminary of Easton ..... |                | 15             |                | 15     |
| Mechanicville Academy .....       | 7              | 6              | 8              | 21     |
| Medina Academy .....              | 9              | 14             | 10             | 33     |
| Mexico Academy .....              | 7              | 13             | 20             | 40     |
| Middlebury Academy .....          | 1              | 16             | 2              | 19     |
| Monroe Academy .....              |                | 4              |                | 4      |
| Montgomery Academy .....          |                | 7              |                | 7      |
| Monticello Academy .....          |                |                |                |        |
| Moravia Institute .....           | 9              | 7              | 8              | 24     |
| Mount Morris Union School .....   |                | 20             |                | 20     |
| Mount Pleasant Academy .....      |                |                |                |        |
| Munro Collegiate Institute .....  | 10             | 17             | 12             | 39     |
| Naples Academy .....              |                |                | 1              | 1      |

## PENDIX TO SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.             | Nov.,<br>1866. | Feb.,<br>1867. | June,<br>1867. | Total. |
|---------------------------------|----------------|----------------|----------------|--------|
| Union Free School.....          | 4              | 30             | 30             | 64     |
| Lin Academy.....                | 13             | 18             | 11             | 42     |
| z Academy.....                  | .....          | 19             | 2              | 21     |
| k Central Academy.....          | 4              | 6              | 9              | 19     |
| k Conf. Sem. & Coll. In.....    | 15             | .....          | 8              | 23     |
| anville Ladies' Seminary,.....  | .....          | .....          | .....          | .....  |
| ebon Institute.....             | .....          | .....          | .....          | .....  |
| Academy.....                    | 21             | 23             | 10             | 54     |
| urg Educational Institute,..... | .....          | 15             | .....          | 15     |
| ademy.....                      | .....          | .....          | .....          | .....  |
| eminary.....                    | 6              | 14             | .....          | 20     |
| onference Seminary.....         | 11             | 13             | 14             | 38     |
| a Academy.....                  | .....          | 25             | .....          | 25     |
| Female Seminary.....            | .....          | .....          | 10             | 10     |
| High School.....                | 18             | .....          | 11             | 29     |
| cademy.....                     | .....          | .....          | .....          | .....  |
| cademy.....                     | 6              | 15             | 13             | 34     |
| ollegiate Institute.....        | 33             | .....          | .....          | 33     |
| Classical and Union Sch'l.....  | .....          | 27             | 17             | 44     |
| Bridge Union Free Sch'l.....    | .....          | .....          | .....          | .....  |
| Academy.....                    | .....          | .....          | .....          | .....  |
| Seminary.....                   | .....          | .....          | .....          | .....  |
| n Academy.....                  | 36             | 41             | .....          | 77     |
| ademy.....                      | 10             | 18             | 10             | 38     |
| nion & Classical School.....    | 2              | 9              | 7              | 18     |
| nion Seminary.....              | .....          | 5              | 5              | 10     |
| inary.....                      | 7              | 11             | 2              | 20     |
| g Academy.....                  | .....          | .....          | .....          | .....  |
| Academy.....                    | 1              | 17             | .....          | 18     |
| on Free School & Acad.....      | .....          | 4              | .....          | 4      |
| epsie Female Academy.....       | .....          | .....          | .....          | .....  |
| Academy.....                    | 18             | 15             | .....          | 33     |
| cademy.....                     | 14             | 19             | 12             | 45     |
| k Union Seminary.....           | 7              | 11             | 1              | 19     |
| rville Academy.....             | .....          | .....          | .....          | .....  |
| h Academy.....                  | .....          | .....          | .....          | .....  |
| Institute.....                  | .....          | .....          | .....          | .....  |
| Collegiate Institute.....       | .....          | .....          | .....          | .....  |
| Female Academy.....             | .....          | .....          | .....          | .....  |
| Free Academy.....               | .....          | .....          | .....          | .....  |
| le Union Seminary.....          | 31             | 12             | 10             | 53     |
| ademy.....                      | 13             | 26             | 9              | 48     |



## APPENDIX TO SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.                    | Nov.,<br>1866. | Feb.,<br>1867. | June<br>1867. | Total. |
|--|----------------|----------------|---------------|--------|
| Rural Seminary .....                   | .....          | 22             | 8             | 30     |
| Rushford Academy.....                  | .....          | .....          | .....         | .....  |
| St. Lawrence Academy.....              | .....          | 66             | 70            | 136    |
| Sans Souci Seminary.....               | .....          | .....          | .....         | .....  |
| Sauquoit Academy.....                  | 2              | 2              | 1             | 5      |
| Schenectady Union School.....          | .....          | .....          | .....         | .....  |
| Schoharie Academy.....                 | 1              | 26             | 42            | 69     |
| Schuylerville Academy.....             | .....          | .....          | .....         | .....  |
| Seneca Falls Academy.....              | 14             | .....          | .....         | 14     |
| Sodus Academy.....                     | 3              | 12             | 13            | 28     |
| Spencertown Academy.....               | 6              | 9              | 1             | 16     |
| Spring Mills Academy.....              | .....          | .....          | .....         | .....  |
| S. S. Seward Inst. (Male Dep't) .....  | .....          | 1              | .....         | 1      |
| S. S. Seward Inst. (Female Dep't)..... | .....          | 6              | 5             | 11     |
| Starkey Seminary.....                  | 8              | 16             | 7             | 31     |
| Syracuse High School.....              | 30             | 37             | .....         | 67     |
| Troupsburgh Academy.....               | .....          | 12             | .....         | 12     |
| Troy Academy.....                      | .....          | .....          | 11            | 11     |
| Troy Female Seminary.....              | .....          | 33             | 5             | 38     |
| Troy High School.....                  | 26             | 11             | .....         | 37     |
| Trumansburgh Academy.....              | 2              | 6              | 5             | 13     |
| Unadilla Academy.....                  | .....          | 19             | 4             | 23     |
| Union Academy of Belleville.....       | .....          | .....          | 11            | 11     |
| Union Hall Academy.....                | 14             | 10             | 22            | 46     |
| Union Village Academy.....             | 2              | 1              | .....         | 3      |
| Utica Academy.....                     | .....          | .....          | .....         | .....  |
| Utica Female Academy.....              | .....          | .....          | .....         | .....  |
| Vernon Academy.....                    | 3              | 5              | 6             | 14     |
| Wallkill Academy.....                  | 10             | 15             | 11            | 36     |
| Walton Academy.....                    | 2              | 13             | 1             | 16     |
| Walworth Academy.....                  | .....          | .....          | .....         | .....  |
| Warrensburgh Academy.....              | 11             | 19             | 7             | 37     |
| Warsaw Union School.....               | .....          | .....          | 1             | 1      |
| Warwick Institute.....                 | .....          | .....          | .....         | .....  |
| Washington Academy.....                | 7              | 8              | 9             | 24     |
| Waterloo Union School.....             | 4              | 9              | 1             | 14     |
| Watertown High School.....             | 4              | 6              | .....         | 10     |
| Watkins Academy.....                   | 11             | .....          | 1             | 12     |
| Waverly Institute.....                 | 5              | 9              | .....         | 14     |
| Webster Academy.....                   | .....          | 21             | .....         | 21     |
| Westfield Academy.....                 | 17             | 20             | 11            | 48     |
| West Winfield Academy.....             | 4              | 32             | 2             | 38     |

## APPENDIX TO SCHEDULE No. 3—Continued.

| NAMES OF ACADEMIES.                     | Nov.,<br>1866. | Feb.,<br>1867. | June<br>1867. | Total. |
|---|----------------|----------------|---------------|--------|
| Whitestown Seminary .....               | 14             | 30             | 19            | 63     |
| Whitney's Point Union Free School ..... |                | 1              | 3             | 4      |
| Wilson Collegiate Institute .....       |                | 4              | .....         | 4      |
| Windsor Academy .....                   | 19             | 2              | .....         | 21     |
| Windsor Academy .....                   |                | 18             | 5             | 23     |
| Windsor Polytechnic Institute .....     | 11             | .....          | .....         | 11     |
|   | 1,195          | 2,265          | 1,312         | 4,772  |

SCHEDULE No. 4,

*Containing abstracts from academic reports for 1867, for the year ending between the 15th of June and the 15th of September of said year, exhibiting a statement of the permanent endowments and other property belonging to the several academies from which reports were received, with the amount of debts due from them respectively.*

| NAMES OF ACADEMIES.                  | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library, and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|--------------------------------------|-------------------------------------|-------------------|---------------------|--|--------------------------|---------------------------|-----------------------|
|                                      | Value of academy lot and buildings. | Value of library. | Value of apparatus. |  |                          |                           |                       |
| Academy at Little Falls.....         | \$15,000                            | \$444             | \$619               | \$16,063   | \$6                      | \$16,069                  | .....                 |
| Academy of Dutchess County.....      | 14,000                              | 327               | 674                 | 15,001   | 1,128                    | 16,129                    | \$96                  |
| Albany Academy.....                  | 90,000                              | 1,874             | 2,208               | 94,082   | 3,167                    | 97,249                    | .....                 |
| Albany Female Academy.....           | .....                               | .....             | .....               | .....  | .....                    | .....                     | .....                 |
| Albion Academy.....                  | 7,800                               | 836               | 350                 | 8,986  | 693                      | 9,679                     | 300                   |
| Ames Academy.....                    | 2,588                               | 157               | 185                 | 2,930  | 350                      | 3,280                     | .....                 |
| Andes Collegiate Institute.....      | 12,500                              | 200               | 200                 | 12,900   | 78                       | 12,978                    | 4,572                 |
| Angelica Academy.....                | 4,945                               | 565               | 150                 | 5,660  | 94                       | 5,754                     | .....                 |
| Antwerp Liberal Literary Institute.. | 12,283                              | 454               | 665                 | 13,402   | 336                      | 13,738                    | .....                 |
| Arcade Academy.....                  | 7,000                               | 209               | 205                 | 7,414  | 529                      | 7,943                     | 1,325                 |
| Argyle Academy.....                  | 3,600                               | 1,525             | 250                 | 5,375  | 43                       | 5,418                     | 191                   |
| Attica Union School.....             | 12,000                              | 349               | 173                 | 12,522   | 582                      | 13,104                    | .....                 |
| Auburn Academic High School....      | 12,500                              | 350               | 530                 | 13,380   | .....                    | 13,380                    | .....                 |
| Augusta Academy.....                 | 2,487                               | 390               | 275                 | 3,152  | .....                    | 3,152                     | .....                 |
| Aurora Academy.....                  | 13,000                              | 655               | 415                 | 14,070   | 260                      | 14,830                    | .....                 |

ACADEMIES.

| <i>UUUUU</i>                          | <i>UUU</i> | <i>UU</i> | <i>U</i> | <i>UUUUU</i> |
|---------------------------------------|------------|-----------|----------|--------------|
| Batavia Union School.....             | 1,112      | 629       | 7,421    | 7,421        |
| Binghamton Academy .....              | 3,168      | 742       | 8,485    | 9,142        |
| Brookfield Academy.....               | 215        | 237       | 3,910    | 4,116        |
| Brookfield Collegiate & Poly. Inst. . | 2,090      | 3,119     | 3,452    | 3,452        |
| Buffalo Central School.....           | 1,136      | 1,447     | 110,757  | 122,733      |
| Buffalo Female Academy.....           | 1,365      | 2,739     | 37,583   | 40,524       |
| Cambridge Washington Academy ..       | 1,281      | 463       | 55,604   | 59,282       |
| Canajoharie Academy ..                | 400        | 400       | 8,694    | 12,570       |
| Canandaigua Academy.....              | 854        | 1,431     | 6,406    | 6,406        |
| Canton Academy .....                  | 650        | 450       | 17,285   | 30,793       |
| Cary Collegiate Seminary .....        | 755        | 250       | 4,400    | 6,204        |
| Catskill Free Academy.....            | 155        | 201       | 19,705   | 39,705       |
| Cayuga Lake Academy .....             | 3,791      | 300       | 6,366    | 6,366        |
| Chamberlain Institute .....           | 400        | 277       | 17,091   | 23,606       |
| Champlain Academy .....               | 331        | 552       | 22,097   | 67,121       |
| Chester Academy .....                 | 1,220      | 1,009     | 6,387    | 6,708        |
| Cincinnatus Academy .....             | 504        | 465       | 5,279    | 5,621        |
| Clarence Academy .....                | 178        | 151       | 4,592    | 5,052        |
| Claverack Academy & H. River Inst.    | 1,077      | 876       | 5,329    | 5,867        |
| Clinton Academy .....                 | 376        | 211       | 43,980   | 58,797       |
| Clinton Grammar School.....           | 800        | 260       | 3,187    | 3,305        |
| Clinton Liberal Institute .....       | 1,914      | 1,100     | 21,560   | 21,560       |
| Corning Free Academy .....            | 200        | 300       | 39,514   | 57,174       |
| Cortland Academy .....                | 1,400      | 1,203     | 11,100   | 11,425       |
| Cortlandville Academy .....           | 918        | 540       | 7,603    | 10,328       |
| Coxsackie Academy .....               | 151        | 162       | 6,458    | 6,458        |
|                                       |            |           | 3,773    | 4,098        |

## ACADEMIES.

## SCHEDULE No. 4—Continued.

| NAMES OF ACADEMIES.                 | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|-------------------------------------|-------------------------------------|-------------------|---------------------|---|--------------------------|---------------------------|-----------------------|
|                                     | Value of academy lot and buildings. | Value of library. | Value of apparatus. |   |                          |                           |                       |
| Dansville Seminary .....            | 14,931                              | 1,000             | 400                 | 16,331  | 600                      | 16,931                    | 485                   |
| Deaf and Dumb Institution .....     | .....                               | .....             | .....               | .....   | .....                    | .....                     | .....                 |
| Delaware Academy .....              | 27,000                              | 1,541             | 500                 | 29,041  | 5,250                    | 34,291                    | 1,200                 |
| Delaware Literary Institute .....   | 31,500                              | 1,826             | 1,514               | 34,840  | 1,408                    | 36,248                    | 3,438                 |
| Deposit Academy .....               | 6,750                               | 205               | 189                 | 7,144   | .....                    | 7,144                     | 288                   |
| De Ruyter Institute .....           | 9,000                               | 430               | 463                 | 9,893   | 1,102                    | 10,995                    | 1,911                 |
| Dundee Academy .....                | 2,400                               | 243               | 180                 | 2,823   | .....                    | 2,823                     | .....                 |
| East Bloomfield Academy .....       | 6,300                               | 700               | 225                 | 7,225   | 641                      | 7,866                     | 479                   |
| East Genesee Conference Seminary .. | 15,650                              | 500               | 500                 | 16,650  | 2,000                    | 18,650                    | 2,824                 |
| Ellington Academy .....             | 3,650                               | 334               | 160                 | 4,144   | 22                       | 4,166                     | .....                 |
| Elmira Free Academy .....           | 26,501                              | 333               | 691                 | 27,525  | 219                      | 27,744                    | .....                 |
| Erasmus Hall Academy .....          | 11,000                              | 2,928             | 423                 | 14,351  | 8,049                    | 22,400                    | 55                    |
| Evans Academy .....                 | 4,800                               | 414               | 150                 | 5,364   | 15,116                   | 20,480                    | 610                   |
| Fairfield Academy .....             | 21,000                              | 1,484             | 1,420               | 23,904  | 4,719                    | 28,623                    | 4,800                 |
| Falley Seminary .....               | 17,700                              | 906               | 1,079               | 19,685  | 2,100                    | 21,785                    | 1,443                 |
| Farmers' Hall Academy .....         | .....                               | .....             | .....               | .....   | .....                    | .....                     | .....                 |
| Forestville Free Academy ..         | 12,060                              | 810               | 159                 | 12,529  | 380                      | 12,909                    | 2,651                 |
| Fort Covington Academy .....        | 2,150                               | 250               | 200                 | 2,600   | 1,046                    | 3,646                     | 470                   |
| Fort Edward Collegiate Institute... | 76,000                              | 940               | 1,380               | 78,320  | 65                       | 78,385                    | .....                 |

# *Fort Plain Somy. and Fem. Col. Inst.*

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Franklin Academy, Malone.....  
 Franklin Academy, Prattsburg.....  
 Fredonia Academy.....  
 Friends' Academy.....  
 Friendship Academy.....  
 Genesee Valley Seminary.....  
 Genesee Wesleyan Seminary.....  
 Genesee and Wyoming Seminary...  
 Genesee Academy.....  
 Geneva Classical and Union School...  
 Gilbertsville Academy and Col. Inst.  
 Glen's Falls Academy.....  
 Gloversville Union Seminary.....  
 Gouverneur Wesleyan Seminary.....  
 Grammar School of Madison Univ'y.  
 Greenville Academy.....  
 Griffith Institute.....  
 Groton Academy.....  
 Half Moon Academy.....  
 Hartford Academy.....  
 Hartwick Seminary.....  
 Holley Academy.....  
 Hudson Academy.....  
 Hungerford Collegiate Institute...  
 Huntington Union School.....  
 Ithaca Academy.....

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# SCHEDULE No. 4—Continued.

| PERMANENT ENDOWMENTS. |                                    |                   |                     |         | Total value of lot, buildings, library and apparatus. | Total value of other real estate property. | Total value of the whole. | Rights due by academy. |
|-----------------------|------------------------------------|-------------------|---------------------|---------|---|--|---------------------------|------------------------|
| 1st.                  | Value of academy lot and building. | Value of library. | Value of apparatus. |         |   |  |                           |                        |
| ---                   | ---                                | \$477             | \$600               | \$1,077 | ---   | ---  | 1,077                     | ---                    |
| ---                   | \$5,000                            | 314               | 878                 | 6,192   | 528   | ---  | 6,720                     | 1,010                  |
| ---                   | 9,652                              | 502               | 350                 | 10,504  | ---   | ---  | 10,504                    | ---                    |
| ---                   | 5,000                              | 370               | 400                 | 5,770   | ---   | ---  | 5,770                     | ---                    |
| ---                   | 3,816                              | 274               | 474                 | 4,564   | 20  | ---  | 4,584                     | 110                    |
| ---                   | 4,000                              | 550               | 350                 | 4,900   | 125   | ---  | 5,025                     | 11                     |
| ---                   | 18,000                             | 591               | 430                 | 19,021  | 5,100   | ---  | 24,121                    | 5,800                  |
| ---                   | 3,501                              | 330               | 182                 | 4,013   | 7   | ---  | 4,020                     | 50                     |
| ---                   | 4,200                              | 353               | 340                 | 4,893   | 6,140   | ---  | 11,033                    | ---                    |
| ---                   | 3,935                              | 316               | 216                 | 4,467   | 74  | ---  | 4,541                     | 17                     |
| ---                   | 8,600                              | 438               | 159                 | 9,197   | 33  | ---  | 9,230                     | ---                    |
| ---                   | 30,000                             | 307               | 795                 | 31,102  | 4,805   | ---  | 35,907                    | 5,400                  |
| ---                   | 1,400                              | 241               | 164                 | 1,805   | 1,010   | ---  | 2,815                     | 110                    |
| ---                   | 21,300                             | 418               | 1,338               | 23,056  | 3,084   | ---  | 26,140                    | 500                    |
| ---                   | 15,500                             | 1,197             | 907                 | 17,604  | 1,000   | ---  | 18,604                    | 5,128                  |
| ---                   | 12,500                             | 350               | 400                 | 13,250  | 310   | ---  | 13,560                    | ---                    |
| ---                   | 4,988                              | 260               | 716                 | 5,964   | 300   | ---  | 6,264                     | 500                    |
| ---                   | 3,000                              | 335               | 200                 | 3,535   | 215   | ---  | 3,750                     | 88                     |
| ---                   | 4,600                              | 151               | 167                 | 4,918   | 338   | ---  | 5,256                     | 702                    |
| ---                   | 11,959                             | 100               | 1,346               | 13,405  | 1,000   | ---  | 14,405                    | ---                    |
| ---                   | ---                                | 490               | 101                 | 591     | ---   | ---  | 591                       | ---                    |
| ---                   | ---                                | ---               | 1,346               | 1,346   | ---   | ---  | 1,346                     | ---                    |

|                                     |        |       |       |        |        |        |        |
|-------------------------------------|--------|-------|-------|--------|--------|--------|--------|
| Mechanicville Academy.....          | 5,839  | 280   | 189   | 4,939  | 1,800  | 6,739  | -----  |
| Medina Academy.....                 | 6,500  | 457   | 393   | 6,512  | 800    | 6,812  | 1,600  |
| Mexico Academy.....                 | 14,000 | 1,200 | 279   | 7,236  | -----  | 7,286  | 1,168  |
| Middlebury Academy.....             | 5,500  | 1,405 | 973   | 16,173 | 1,126  | 17,299 | -----  |
| Monroe Academy.....                 | 5,500  | 251   | 633   | 7,538  | 3,861  | 11,399 | -----  |
| Montgomery Academy.....             | 6,000  | 260   | 154   | 5,905  | -----  | 5,905  | -----  |
| Monticello Academy.....             | 8,500  | 182   | 340   | 6,600  | 500    | 7,100  | 421    |
| Moravia Institute.....              | 2,200  | 359   | 266   | 8,948  | 1,926  | 10,874 | 380    |
| Mount Morris Union School.....      | 5,000  | 522   | 200   | 2,759  | 154    | 2,913  | 206    |
| Mount Pleasant Academy.....         | 24,300 | 1,688 | 157   | 5,679  | 16     | 5,695  | 16     |
| Munro Collegiate Institute.....     | 22,800 | 946   | 300   | 26,288 | 3,530  | 29,818 | 8,031  |
| Naples Academy.....                 | 17,300 | 847   | 1,212 | 24,958 | 14,531 | 39,489 | -----  |
| Newark Union Free School.....       | 10,179 | 539   | 264   | 18,411 | -----  | 18,411 | 1,265  |
| New Berlin Academy.....             | 3,500  | 233   | 1,832 | 12,550 | 468    | 13,018 | -----  |
| New Paltz Academy.....              | 7,900  | 718   | 272   | 4,005  | 100    | 4,105  | -----  |
| New York Central Academy.....       | 15,900 | 163   | 552   | 9,170  | 537    | 9,707  | -----  |
| New York Con. Sem. & Coll. Inst.... | 20,500 | 300   | 151   | 16,214 | 300    | 16,514 | 717    |
| North Granville Ladies' Seminary..  | 20,700 | 465   | 250   | 21,050 | 2,000  | 23,050 | 1,236  |
| Norwich Academy.....                | 8,400  | 788   | 360   | 21,525 | 12,833 | 34,358 | 7,500  |
| Ogdensburg Educational Institute..  | 6,000  | 2,463 | 786   | 9,974  | 130    | 10,104 | 500    |
| Olean Academy.....                  | 7,500  | 278   | 500   | 8,963  | -----  | 8,963  | -----  |
| Oneida Seminary.....                | 19,900 | 365   | 550   | 8,328  | 400    | 8,728  | 995    |
| Oneida Conference Seminary.....     | 63,500 | 2,617 | 563   | 20,828 | 775    | 21,603 | 3,059  |
| Onondaga Academy.....               | 13,100 | 600   | 3,378 | 69,495 | 13,800 | 83,295 | 9,665  |
| Ontario Female Seminary.....        | 22,000 | 1,061 | 250   | 13,950 | 2,269  | 16,219 | 3,252  |
| Oswego High School.....             | -----  | 1,963 | 920   | 23,981 | -----  | 23,981 | 18,000 |
|                                     |        |       | 568   | 2,531  | -----  | 2,531  | -----  |



## ACADEMIES.

## SCHEDULE No. 4—Continued.

| NAMES OF ACADEMIES.                 | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library, and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|-------------------------------------|-------------------------------------|-------------------|---------------------|--|--------------------------|---------------------------|-----------------------|
|                                     | Value of academy lot and buildings. | Value of library. | Value of apparatus. |  |                          |                           |                       |
| Owego Academy .....                 | \$6,000                             | \$475             | \$1,196             | \$7,671  | \$445                    | \$8,116                   | \$904                 |
| Oxford Academy .....                | 9,350                               | 938               | 1,150               | 11,438   | 2,929                    | 14,367                    | 850                   |
| Packer Collegiate Institute .....   | 123,700                             | 2,769             | 3,100               | 129,569  | 21,702                   | 151,271                   | .....                 |
| Palmyra Classical and Union School. | 13,000                              | 1,214             | 789                 | 15,003   | 1,877                    | 16,880                    | .....                 |
| Palatine Bridge Union Free School.  | 3,281                               | 178               | 180                 | 3,639  | .....                    | 3,639                     | .....                 |
| Peekskill Academy.....              | 22,627                              | 562               | 425                 | 23,614   | 138                      | 23,752                    | 7,666                 |
| Penfield Seminary .....             | 6,617                               | 240               | 200                 | 7,057  | 117                      | 7,174                     | 64                    |
| Penn Yan Academy .....              | 15,200                              | 838               | 568                 | 16,606   | .....                    | 16,606                    | .....                 |
| Perry Academy .....                 | 16,750                              | 600               | 300                 | 17,650   | 1,600                    | 19,250                    | .....                 |
| Phelps Union and Classical School.. | 6,100                               | 450               | 260                 | 6,810  | 906                      | 7,716                     | .....                 |
| Phipps Union Seminary.....          | 10,200                              | 865               | 341                 | 11,406   | 2,047                    | 13,453                    | .....                 |
| Pike Seminary .....                 | 7,800                               | 330               | 453                 | 8,583  | 500                      | 9,083                     | 176                   |
| Plattsburg Academy .....            | 6,100                               | 207               | 250                 | 6,557  | 454                      | 7,011                     | .....                 |
| Pompey Academy.....                 | 5,400                               | 409               | 169                 | 5,978  | 1,781                    | 7,759                     | 3                     |
| Port Byron Free School and Acad..   | 8,103                               | 809               | 227                 | 9,139  | 393                      | 9,532                     | 5,700                 |
| Prospect Academy .....              | 2,900                               | 275               | 300                 | 3,475  | 1,400                    | 4,875                     | .....                 |
| Pulaski Academy .....               | 10,400                              | 463               | 483                 | 11,346   | 3,800                    | 15,146                    | .....                 |
| Red Creek Union Seminary.....       | 10,550                              | 310               | 350                 | 11,210   | 825                      | 12,035                    | .....                 |
| Rochester Female Academy .....      | .....                               | .....             | .....               | .....  | .....                    | .....                     | .....                 |
| Rochester Free Academy.....         | 18,000                              | .....             | 514                 | 18,514   | 300                      | 18,814                    | .....                 |

| <i>Rogersville Union Seminary</i> | 8,600  | 257   | 240   | 9,097  | 350    | 9,447  | --- | ---   |
|-----------------------------------|--------|-------|-------|--------|--------|--------|-----|-------|
| Rome Academy                      | 11,500 | 380   | 654   | 12,534 | 175    | 12,709 | --- | 927   |
| Rural Seminary                    | 4,267  | 603   | 150   | 5,020  | ---    | 5,020  | --- | ---   |
| Rushford Academy                  | 5,968  | 284   | 627   | 6,879  | 26     | 6,905  | --- | ---   |
| St. Lawrence Academy              | 10,000 | 1,138 | 650   | 11,788 | 1,601  | 13,389 | --- | 767   |
| Sauquoit Academy                  | 4,000  | 240   | 493   | 4,733  | ---    | 4,733  | --- | 368   |
| Schenectady Union School          | 43,560 | 4,506 | 200   | 48,266 | 2,134  | 50,400 | --- | ---   |
| Schoharie Academy                 | 4,650  | 549   | 350   | 5,549  | 166    | 5,715  | --- | 1,000 |
| Seneca Falls Academy              | 3,400  | 456   | 409   | 4,256  | 3,228  | 7,484  | --- | ---   |
| Sodus Academy                     | 3,400  | 318   | 285   | 4,003  | 424    | 4,427  | --- | 191   |
| Spencertown Academy               | 2,750  | 217   | 193   | 3,160  | 11     | 3,171  | --- | ---   |
| S. S. Seward Institute            | 14,000 | 340   | 200   | 14,540 | 22,497 | 37,037 | --- | ---   |
| Starkey Seminary                  | 18,300 | 1,295 | 440   | 20,035 | ---    | 20,035 | --- | ---   |
| Syracuse High School              | ---    | 6,032 | 925   | 6,957  | ---    | 6,957  | --- | ---   |
| Troy Academy                      | 10,000 | 174   | 268   | 10,442 | 31     | 10,473 | --- | ---   |
| Troy Female Seminary              | 12,100 | 1,910 | 904   | 14,914 | ---    | 14,914 | --- | ---   |
| Troy High School                  | 28,000 | 655   | 1,068 | 29,723 | 500    | 30,223 | --- | ---   |
| Trumansburgh Academy              | 5,160  | 506   | 743   | 6,409  | ---    | 6,409  | --- | ---   |
| Unadilla Academy                  | 3,500  | 380   | 202   | 4,082  | 152    | 4,234  | --- | 342   |
| Union Academy of Belleville       | 16,850 | 981   | 631   | 18,462 | 130    | 18,592 | --- | ---   |
| Union Hall Academy                | 16,400 | 600   | 150   | 17,150 | 270    | 17,420 | --- | 3,000 |
| Union Village Academy             | 5,377  | 309   | 385   | 6,071  | 1,025  | 7,096  | --- | 425   |
| Utica Academy                     | 30,000 | 6     | ---   | 30,006 | 486    | 30,492 | --- | ---   |
| Vernon Academy                    | 3,000  | 400   | 350   | 3,750  | 105    | 3,855  | --- | ---   |
| Wallkill Academy                  | 9,000  | 350   | 600   | 9,950  | 60     | 10,010 | --- | 1,000 |
| Walton Academy                    | 5,112  | 848   | 493   | 6,453  | 153    | 6,606  | --- | ---   |
| Walworth Academy                  | 8,440  | 222   | 560   | 9,222  | 1,332  | 10,554 | --- | 579   |

SCHEDULE No. 4,

Containing abstracts from academic reports for 1867, for the year ending between the 15th of June and the 15th of September of said year, exhibiting a statement of the permanent endowments and other property belonging to the several academies from which reports were received, with the amount of debts due from them respectively.

| NAMES OF ACADEMIES.                  | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library, and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|--------------------------------------|-------------------------------------|-------------------|---------------------|--|--------------------------|---------------------------|-----------------------|
|                                      | Value of academy lot and buildings. | Value of library. | Value of apparatus. |  |                          |                           |                       |
| Academy at Little Falls.....         | \$15,000                            | \$444             | \$619               | \$16,063   | \$6                      | \$16,069                  | .....                 |
| Academy of Dutchess County.....      | 14,000                              | 327               | 674                 | 15,001   | 1,128                    | 16,129                    | \$96                  |
| Albany Academy .....                 | 90,000                              | 1,874             | 2,208               | 94,082   | 3,167                    | 97,249                    | .....                 |
| Albany Female Academy .....          | .....                               | .....             | .....               | .....  | .....                    | .....                     | .....                 |
| Albion Academy .....                 | 7,800                               | 836               | 350                 | 8,986  | 693                      | 9,679                     | 300                   |
| Ames Academy.....                    | 2,588                               | 157               | 185                 | 2,930  | 350                      | 3,280                     | .....                 |
| Andes Collegiate Institute.....      | 12,500                              | 200               | 200                 | 12,900   | 78                       | 12,978                    | 4,572                 |
| Angelica Academy .....               | 4,945                               | 565               | 150                 | 5,660  | 94                       | 5,754                     | .....                 |
| Antwerp Liberal Literary Institute.. | 12,283                              | 454               | 665                 | 13,402   | 336                      | 13,738                    | .....                 |
| Arcade Academy .....                 | 7,000                               | 209               | 205                 | 7,414  | 529                      | 7,943                     | 1,325                 |
| .....                                | 3,600                               | 1,525             | 250                 | 5,375  | 43                       | 5,418                     | 191                   |
| .....                                | 12,000                              | 349               | 173                 | 12,522   | 582                      | 13,104                    | .....                 |
| .....                                | .....                               | 350               | 530                 | 13,380   | .....                    | 13,380                    | .....                 |

ACADEMIES.

|                                       |         |       |       |         |        |         |        |
|---------------------------------------|---------|-------|-------|---------|--------|---------|--------|
| Baldwinsville Academy .....           | 6,800   | 400   | 221   | 7,421   | -----  | 7,421   | -----  |
| Batavia Union School .....            | 6,744   | 1,112 | 629   | 8,485   | 657    | 9,142   | 485    |
| Binghamton Academy .....              |         | 3,168 | 742   | 3,910   | 206    | 4,116   | -----  |
| Brookfield Academy .....              | 3,000   | 215   | 237   | 3,452   | -----  | 3,452   | -----  |
| Brookfield Collegiate & Poly. Inst. . | 105,548 | 2,090 | 3,119 | 110,757 | 11,976 | 122,733 | 18,500 |
| Buffalo Central School .....          | 35,000  | 1,136 | 1,447 | 37,583  | 2,941  | 40,524  | -----  |
| Buffalo Female Academy .....          | 51,500  | 1,365 | 2,739 | 55,604  | 3,678  | 59,282  | 4,040  |
| Cambridge Washington Academy ..       | 6,950   | 1,281 | 463   | 8,694   | 3,876  | 12,570  | 1,818  |
| Canajoharie Academy ..                | 5,306   | 400   | 400   | 6,406   | -----  | 6,406   | -----  |
| Canandaigua Academy .....             | 15,000  | 854   | 1,431 | 17,285  | 13,508 | 30,793  | -----  |
| Canton Academy .....                  | 3,300   | 650   | 450   | 4,400   | 1,804  | 6,204   | -----  |
| Cary Collegiate Seminary .....        | 18,700  | 755   | 250   | 19,705  | 20,000 | 39,705  | 883    |
| Catskill Free Academy .....           | 6,000   | 155   | 201   | 6,366   | -----  | 6,366   | -----  |
| Cayuga Lake Academy .....             | 13,000  | 3,791 | 300   | 17,091  | 6,515  | 23,606  | -----  |
| Chamberlain Institute .....           | 21,420  | 400   | 277   | 22,097  | 45,024 | 67,121  | 276    |
| Champlain Academy .....               | 5,504   | 331   | 552   | 6,387   | 321    | 6,708   | 453    |
| Chester Academy .....                 | 3,050   | 1,220 | 1,009 | 5,279   | 342    | 5,621   | 334    |
| Cincinnati Academy .....              | 3,983   | 504   | 465   | 4,592   | 100    | 5,052   | 5,052  |
| Clarence Academy .....                | 5,000   | 178   | 151   | 5,329   | 538    | 5,867   | -----  |
| Claverack Academy & H. River Inst.    | 42,027  | 1,077 | 676   | 43,980  | 14,817 | 58,797  | 1,400  |
| Clinton Academy .....                 | 2,600   | 376   | 211   | 3,187   | 118    | 3,305   | -----  |
| Clinton Grammar School .....          | 20,500  | 800   | 260   | 21,560  | -----  | 21,560  | 17,000 |
| Clinton Liberal Institute .....       | 36,500  | 1,914 | 1,100 | 39,514  | 17,660 | 57,174  | -----  |
| Corning Free Academy .....            | 10,600  | 200   | 300   | 11,100  | 325    | 11,425  | -----  |
| Cortland Academy .....                | 5,000   | 1,400 | 1,203 | 7,603   | 2,725  | 10,328  | 232    |
| Cortlandville Academy .....           | 5,000   | 918   | 540   | 6,458   | -----  | 6,458   | -----  |
| Coxsackie Academy .....               | 3,460   | 151   | 162   | 3,773   | 325    | 4,098   | 43     |

## ACADEMIES.

## SCHEDULE No. 4—Continued.

| NAMES OF ACADEMIES.                    | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|--|-------------------------------------|-------------------|---------------------|---|--------------------------|---------------------------|-----------------------|
|  | Value of academy lot and buildings. | Value of library. | Value of apparatus. |   |                          |                           |                       |
| Dansville Seminary .....               | 14,931                              | 1,000             | 400                 | 16,331  | 600                      | 16,931                    | 485                   |
| Deaf and Dumb Institution .....        |                                     |                   |                     |   |                          |                           |                       |
| Delaware Academy .....                 | 27,000                              | 1,541             | 500                 | 29,041  | 5,250                    | 34,291                    | 1,200                 |
| Delaware Literary Institute .....      | 31,500                              | 1,826             | 1,514               | 34,840  | 1,408                    | 36,248                    | 3,438                 |
| Deposit Academy .....                  | 6,750                               | 205               | 189                 | 7,144   |                          | 7,144                     | 288                   |
| De Ruyter Institute .....              | 9,000                               | 430               | 463                 | 9,893   | 1,102                    | 10,995                    | 1,911                 |
| Dundee Academy .....                   | 2,400                               | 243               | 180                 | 2,823   |                          | 2,823                     |                       |
| East Bloomfield Academy .....          | 6,300                               | 700               | 225                 | 7,225   | 641                      | 7,866                     | 479                   |
| East Genesee Conference Seminary ..... | 15,650                              | 500               | 500                 | 16,650  | 2,000                    | 18,650                    | 2,824                 |
| Ellington Academy .....                | 3,650                               | 334               | 160                 | 4,144   | 22                       | 4,166                     |                       |
| Elmira Free Academy .....              | 26,501                              | 333               | 691                 | 27,525  | 219                      | 27,744                    |                       |
| Erasmus Hall Academy .....             | 11,000                              | 2,928             | 423                 | 14,351  | 8,049                    | 22,400                    | 55                    |
| Evans Academy .....                    | 4,800                               | 414               | 150                 | 5,364   | 15,116                   | 20,480                    | 610                   |
| Fairfield Academy .....                | 21,000                              | 1,484             | 1,420               | 23,904  | 4,719                    | 28,623                    | 4,800                 |
| Falley Seminary .....                  | 17,700                              | 906               | 1,079               | 19,685  | 2,100                    | 21,785                    | 1,443                 |
| Farmers' Hall Academy .....            |                                     |                   |                     |   |                          |                           |                       |
| Forestville Free Academy .....         | 12,060                              | 310               | 159                 | 12,529  | 380                      | 12,909                    | 2,651                 |
| Fort Covington Academy .....           | 2,150                               | 250               | 200                 | 2,600   | 1,046                    | 3,646                     | 470                   |
| Fort Edward Collegiate Institute ..... | 76,000                              | 946               | 1,000               | 78,000  | 65                       | 78,885                    |                       |

| Port rian Semy. and Rem. Col. Inst.  | 25,000 | 150   | 940   | 26,090 | -----  | 26,090 | ----- |
|--------------------------------------|--------|-------|-------|--------|--------|--------|-------|
| Franklin Academy, Malone             | 9,000  | 450   | 100   | 9,550  | 3,393  | 12,943 | 862   |
| Franklin Academy, Prattsburg         | 10,000 | 1,348 | 382   | 11,730 | 794    | 12,524 | 1,998 |
| Fredonia Academy                     | 6,500  | 2,962 | 1,027 | 10,489 | 537    | 11,026 | 1,208 |
| Friends' Academy                     | 23,850 | 335   | 816   | 25,001 | 4,227  | 29,228 | ----- |
| Friendship Academy                   | 3,633  | 227   | 454   | 4,314  | -----  | 4,314  | ----- |
| Genesee Valley Seminary              | 5,935  | 377   | 251   | 6,563  | 401    | 6,964  | ----- |
| Genesee Wesleyan Seminary            | 35,000 | 1,516 | 3,589 | 40,105 | 9,800  | 49,905 | ----- |
| Genesee and Wyoming Seminary         | 7,410  | 945   | 1,114 | 9,469  | 2,520  | 11,989 | ----- |
| Geneseo Academy                      | 14,500 | 500   | 410   | 15,410 | 11,100 | 26,510 | 2,714 |
| Geneva Classical and Union School    | 10,000 | 1,700 | 516   | 12,216 | 10,597 | 22,813 | ----- |
| Gilbertsville Academy and Col. Inst. | 5,650  | 656   | 505   | 6,811  | 2,500  | 9,311  | 368   |
| Glen's Falls Academy                 | 6,888  | 168   | 312   | 7,368  | 1,048  | 8,416  | 1,350 |
| Gloversville Union Seminary          | 20,000 | 417   | 714   | 21,131 | 2,000  | 23,131 | 4,512 |
| Gouverneur Wesleyan Seminary         | 8,500  | 740   | 1,650 | 10,890 | 179    | 11,069 | 246   |
| Grammar School of Madison Univ'y.    | -----  | 678   | 250   | 928    | -----  | 928    | ----- |
| Greenville Academy                   | 2,950  | 322   | 229   | 3,501  | -----  | 3,501  | 65    |
| Griffith Institute                   | 9,400  | 267   | 790   | 10,457 | 150    | 10,607 | ----- |
| Groton Academy                       | 6,500  | 889   | 600   | 7,989  | -----  | 7,989  | ----- |
| Half Moon Academy                    | 2,555  | 193   | 405   | 3,153  | 190    | 3,343  | ----- |
| Hartford Academy                     | 3,000  | 150   | 168   | 3,318  | 438    | 3,756  | ----- |
| Hartwick Seminary                    | 9,191  | 1,641 | 622   | 11,454 | 18,067 | 29,521 | ----- |
| Holley Academy                       | 3,100  | 320   | 206   | 3,626  | -----  | 3,626  | 6     |
| Hudson Academy                       | 3,200  | 262   | 243   | 3,705  | 487    | 4,192  | ----- |
| Hungerford Collegiate Institute      | 17,300 | 653   | 264   | 18,217 | 12,136 | 30,353 | 2,000 |
| Huntington Union School              | 9,290  | 511   | 356   | 10,157 | 275    | 10,432 | ----- |
| Ithaca Academy                       | 18,000 | 525   | 1,685 | 20,210 | 7,606  | 27,816 | ----- |

## ACADEMIES.

## SCHEDULE No. 4—Continued.

| NAMES OF ACADEMIES.                 | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library and apparatus. | Other academy property. | Total value of the whole. | Debts due by academy. |
|-------------------------------------|-------------------------------------|-------------------|---------------------|---|-------------------------|---------------------------|-----------------------|
|                                     | Value of academy lot and buildings. | Value of library. | Value of apparatus. |   |                         |                           |                       |
| Dansville Seminary .....            | 14,931                              | 1,000             | 400                 | 16,331  | 600                     | 16,931                    | 485                   |
| Deaf and Dumb Institution .....     | .....                               | .....             | .....               | .....   | .....                   | .....                     | .....                 |
| Delaware Academy .....              | 27,000                              | 1,541             | 500                 | 29,041  | 5,250                   | 34,291                    | 1,200                 |
| Delaware Literary Institute .....   | 31,500                              | 1,826             | 1,514               | 34,840  | 1,408                   | 36,248                    | 3,438                 |
| Deposit Academy .....               | 6,750                               | 205               | 189                 | 7,144   | .....                   | 7,144                     | 288                   |
| De Ruyter Institute .....           | 9,000                               | 430               | 463                 | 9,893   | 1,102                   | 10,995                    | 1,911                 |
| Dundee Academy .....                | 2,400                               | 243               | 180                 | 2,823   | .....                   | 2,823                     | .....                 |
| East Bloomfield Academy .....       | 6,300                               | 700               | 225                 | 7,225   | 641                     | 7,866                     | 479                   |
| East Genesee Conference Seminary .. | 15,650                              | 500               | 500                 | 16,650  | 2,000                   | 18,650                    | 2,824                 |
| Ellington Academy .....             | 3,650                               | 334               | 160                 | 4,144   | 22                      | 4,166                     | .....                 |
| Elmira Free Academy .....           | 26,501                              | 333               | 691                 | 27,525  | 219                     | 27,744                    | .....                 |
| Erasmus Hall Academy .....          | 11,000                              | 2,928             | 423                 | 14,351  | 8,049                   | 22,400                    | 55                    |
| Evans Academy .....                 | 4,800                               | 414               | 150                 | 5,364   | 15,116                  | 20,480                    | 610                   |
| Fairfield Academy .....             | 21,000                              | 1,484             | 1,420               | 23,904  | 4,719                   | 28,623                    | 4,800                 |
| Falley Seminary .....               | 17,700                              | 906               | 1,079               | 19,685  | 2,100                   | 21,785                    | 1,443                 |
| Farmers' Hall Academy .....         | .....                               | .....             | .....               | .....   | .....                   | .....                     | .....                 |
| Forestville Free Academy ..         | 12,060                              | 810               | 159                 | 12,529  | 380                     | 12,909                    | 2,651                 |
| Fort Covington Academy .....        | 2,150                               | 250               | 200                 | 2,600   | 1,046                   | 3,646                     | 470                   |
| Fort Edward Collegiate Institute... | 76,000                              | 940               | 1,380               | 78,320  | 65                      | 78,385                    | .....                 |

| Fort Grant Sem. and Com. Col. Inst.  | 20,000 | 150   | 940   | 20,000 | 3,393  | 20,000 | 862   |
|--------------------------------------|--------|-------|-------|--------|--------|--------|-------|
| Franklin Academy, Malone             | 9,000  | 450   | 100   | 9,550  | 3,393  | 12,943 | 862   |
| Franklin Academy, Prattsburg         | 10,000 | 1,348 | 382   | 11,730 | 794    | 12,524 | 1,998 |
| Fredonia Academy                     | 6,500  | 2,962 | 1,027 | 10,489 | 537    | 11,026 | 1,208 |
| Friends' Academy                     | 23,850 | 335   | 816   | 25,001 | 4,227  | 29,228 |       |
| Friendship Academy                   | 3,633  | 227   | 454   | 4,314  |        | 4,314  |       |
| Genesee Valley Seminary              | 5,935  | 377   | 251   | 6,563  | 401    | 6,964  |       |
| Genesee Wesleyan Seminary            | 35,000 | 1,516 | 3,589 | 40,105 | 9,800  | 49,905 |       |
| Genesee and Wyoming Seminary         | 7,410  | 945   | 1,114 | 9,469  | 2,520  | 11,989 |       |
| Genesee Academy                      | 14,500 | 500   | 410   | 15,410 | 11,100 | 26,510 | 2,714 |
| Geneva Classical and Union School    | 10,000 | 1,700 | 516   | 12,216 | 10,597 | 22,813 |       |
| Gilbertsville Academy and Col. Inst. | 5,650  | 656   | 505   | 6,811  | 2,500  | 9,311  | 368   |
| Glen's Falls Academy                 | 6,888  | 168   | 312   | 7,368  | 1,048  | 8,416  | 1,350 |
| Gloversville Union Seminary          | 20,000 | 417   | 714   | 21,131 | 2,000  | 23,131 | 4,512 |
| Gouverneur Wesleyan Seminary         | 8,500  | 740   | 1,650 | 10,890 | 179    | 11,069 | 246   |
| Grammar School of Madison Univ'y.    |        | 678   | 250   | 928    |        | 928    |       |
| Greenville Academy                   | 2,950  | 322   | 229   | 3,501  |        | 3,501  | 65    |
| Griffith Institute                   | 9,400  | 267   | 790   | 10,457 | 150    | 10,607 |       |
| Groton Academy                       | 6,500  | 889   | 600   | 7,989  |        | 7,989  |       |
| Half Moon Academy                    | 2,555  | 193   | 405   | 3,153  | 190    | 3,343  |       |
| Hartford Academy                     | 3,000  | 150   | 168   | 3,318  | 438    | 3,756  |       |
| Hartwick Seminary                    | 9,191  | 1,641 | 622   | 11,454 | 18,067 | 29,521 |       |
| Holley Academy                       | 3,100  | 320   | 206   | 3,626  |        | 3,626  | 6     |
| Hudson Academy                       | 3,200  | 262   | 243   | 3,705  | 487    | 4,192  |       |
| Hungerford Collegiate Institute      | 17,300 | 653   | 264   | 18,217 | 12,136 | 30,353 | 2,000 |
| Huntington Union School              | 9,290  | 511   | 356   | 10,157 | 275    | 10,432 |       |
| Ithaca Academy                       | 18,000 | 525   | 1,685 | 20,210 | 7,606  | 27,816 |       |



## SCHEDULE No. 4—Continued.

| NAMES OF ACADEMIES.                 | PERMANENT ENDOWMENTS.              |                   |                     | Total value of lot, buildings, library and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|-------------------------------------|------------------------------------|-------------------|---------------------|---|--------------------------|---------------------------|-----------------------|
|                                     | Value of academy lot and building. | Value of library. | Value of apparatus. |   |                          |                           |                       |
| Jamestown Union Sch'l & Coll. Inst. | -----                              | \$477             | \$600               | \$1,077   | -----                    | 1,077                     | -----                 |
| Johnstown Academy.....              | \$5,000                            | 314               | 878                 | 6,192   | 528                      | 6,720                     | 1,616                 |
| Jonesville Academy.....             | 9,652                              | 502               | 350                 | 10,504  | -----                    | 10,504                    | -----                 |
| Jordan Academy.....                 | 5,000                              | 370               | 400                 | 5,770   | -----                    | 5,770                     | -----                 |
| Keeseville Academy.....             | 3,816                              | 274               | 474                 | 4,564   | 20                       | 4,584                     | 115                   |
| Kinderhook Academy.....             | 4,000                              | 550               | 350                 | 4,900   | 125                      | 5,025                     | 11                    |
| Kingston Academy.....               | 18,000                             | 591               | 430                 | 19,021  | 5,100                    | 24,121                    | 5,800                 |
| Knoxville Academy.....              | 3,501                              | 330               | 182                 | 4,013   | 7                        | 4,020                     | 540                   |
| Lansingburgh Academy.....           | 4,200                              | 353               | 340                 | 4,893   | 6,146                    | 11,039                    | -----                 |
| Lawrenceville Academy.....          | 3,935                              | 316               | 216                 | 4,467   | 74                       | 4,541                     | 37                    |
| Leavenworth Institute.....          | 8,600                              | 438               | 159                 | 9,197   | 33                       | 9,230                     | -----                 |
| Le Roy Academic Institute.....      | 30,000                             | 307               | 795                 | 31,102  | 4,805                    | 35,907                    | 3,400                 |
| Liberty Normal Institute.....       | 1,400                              | 241               | 164                 | 1,805   | 1,616                    | 3,421                     | 116                   |
| Lockport Union School.....          | 21,300                             | 418               | 1,338               | 23,056  | 3,084                    | 26,140                    | 599                   |
| Lowville Academy.....               | 15,500                             | 1,197             | 967                 | 17,664  | 1,090                    | 18,755                    | 3,128                 |
| Lyons Union School.....             | 12,500                             | 350               | 400                 | 13,250  | 319                      | 13,569                    | -----                 |
| Macedon Academy.....                | 4,988                              | 260               | 716                 | 5,964   | 300                      | 6,264                     | 550                   |
| Maulius Academy.....                | 3,000                              | 335               | 200                 | 3,535   | 215                      | 3,750                     | 83                    |
| Marathon Academy.....               | 4,600                              | 151               | 167                 | 4,918   | 638                      | 5,556                     | 762                   |
| Marion Collegiate Institute.....    | 11,059                             | 490               | 1,346               | 13,795  | 996                      | 14,791                    | -----                 |

|                                    |        |       |        |        |        |        |
|------------------------------------|--------|-------|--------|--------|--------|--------|
| Marshall Seminary of Easton.....   | 4,200  | 189   | 4,939  | 1,800  | 6,739  | ----   |
| Mechanicville Academy.....         | 5,839  | 393   | 6,512  | 800    | 6,812  | 1,600  |
| Medina Academy.....                | 6,500  | 279   | 7,236  | -----  | 7,286  | 1,168  |
| Mexico Academy.....                | 14,000 | 1,200 | 16,173 | 1,126  | 17,299 | -----  |
| Middlebury Academy.....            | 5,500  | 1,405 | 7,538  | 3,861  | 11,399 | -----  |
| Monroe Academy.....                | 5,500  | 251   | 5,905  | -----  | 5,905  | -----  |
| Montgomery Academy.....            | 6,000  | 260   | 6,600  | 500    | 7,100  | 421    |
| Monticello Academy.....            | 8,500  | 182   | 8,948  | 1,926  | 10,874 | 380    |
| Moravia Institute.....             | 2,200  | 359   | 2,759  | 154    | 2,913  | 206    |
| Mount Morris Union School.....     | 5,000  | 522   | 5,679  | 16     | 5,695  | 16     |
| Mount Pleasant Academy.....        | 24,300 | 1,688 | 26,288 | 3,530  | 29,818 | 8,031  |
| Munro Collegiate Institute.....    | 22,800 | 946   | 24,958 | 14,531 | 39,489 | -----  |
| Naples Academy.....                | 17,300 | 847   | 18,411 | -----  | 18,411 | 1,265  |
| Newark Union Free School.....      | 10,179 | 539   | 12,550 | 468    | 13,018 | -----  |
| New Berlin Academy.....            | 3,500  | 233   | 4,005  | 100    | 4,105  | -----  |
| New Paltz Academy.....             | 7,900  | 718   | 9,170  | 537    | 9,707  | -----  |
| New York Central Academy.....      | 15,900 | 163   | 16,214 | 300    | 16,514 | 717    |
| New York Con. Sem. & Coll. Inst..  | 20,500 | 300   | 21,050 | 2,000  | 23,050 | 1,236  |
| North Granville Ladies' Seminary.. | 20,700 | 465   | 21,525 | 12,833 | 34,358 | 7,500  |
| Norwich Academy.....               | 8,400  | 788   | 9,974  | 130    | 10,104 | 500    |
| Ogdensburg Educational Institute.. | 6,000  | 2,463 | 8,963  | -----  | 8,963  | -----  |
| Olean Academy.....                 | 7,500  | 278   | 8,328  | 400    | 8,728  | 995    |
| Oneida Seminary.....               | 19,900 | 365   | 20,828 | 775    | 21,603 | 3,059  |
| Oneida Conference Seminary.....    | 63,500 | 2,617 | 69,495 | 13,800 | 83,295 | 9,665  |
| Onondaga Academy.....              | 13,100 | 600   | 13,950 | 2,269  | 16,219 | 3,252  |
| Ontario Female Seminary.....       | 22,000 | 1,061 | 23,981 | -----  | 23,981 | 18,000 |
| Oswego High School.....            | -----  | 1,963 | 2,531  | -----  | 2,531  | -----  |

## ACADEMIES.

## SCHEDULE No. 4—Continued.

| NAMES OF ACADEMIES.                 | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library, and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|-------------------------------------|-------------------------------------|-------------------|---------------------|--|--------------------------|---------------------------|-----------------------|
|                                     | Value of academy lot and buildings. | Value of library. | Value of apparatus. |  |                          |                           |                       |
| Owego Academy .....                 | \$6,000                             | \$475             | \$1,196             | \$7,671  | \$445                    | \$8,116                   | \$904                 |
| Oxford Academy .....                | 9,350                               | 938               | 1,150               | 11,438   | 2,929                    | 14,367                    | 850                   |
| Packer Collegiate Institute .....   | 123,700                             | 2,769             | 3,100               | 129,569  | 21,702                   | 151,271                   | -----                 |
| Palmyra Classical and Union School. | 13,000                              | 1,214             | 789                 | 15,003   | 1,877                    | 16,880                    | -----                 |
| Palatine Bridge Union Free School.  | 3,281                               | 178               | 180                 | 3,639  | -----                    | 3,639                     | -----                 |
| Peekskill Academy .....             | 22,627                              | 562               | 425                 | 23,614   | 138                      | 23,752                    | 7,666                 |
| Penfield Seminary .....             | 6,617                               | 240               | 200                 | 7,057  | 117                      | 7,174                     | 64                    |
| Penn Yan Academy .....              | 15,200                              | 838               | 568                 | 16,606   | -----                    | 16,606                    | -----                 |
| Perry Academy .....                 | 16,750                              | 600               | 300                 | 17,650   | 1,600                    | 19,250                    | -----                 |
| Phelps Union and Classical School.  | 6,100                               | 450               | 260                 | 6,810  | 906                      | 7,716                     | -----                 |
| Phipps Union Seminary .....         | 10,200                              | 865               | 341                 | 11,406   | 2,047                    | 13,453                    | -----                 |
| Pike Seminary .....                 | 7,800                               | 330               | 453                 | 8,583  | 500                      | 9,083                     | 176                   |
| Plattsburg Academy .....            | 6,100                               | 207               | 250                 | 6,557  | 454                      | 7,011                     | -----                 |
| Ponapey Academy .....               | 5,400                               | 409               | 169                 | 5,978  | 1,781                    | 7,759                     | 3                     |
| Port Byron Free School and Acad.    | 8,103                               | 809               | 227                 | 9,139  | 393                      | 9,532                     | 5,700                 |
| Prospect Academy .....              | 2,900                               | 275               | 300                 | 3,475  | 1,400                    | 4,875                     | -----                 |
| Pulaski Academy .....               | 10,400                              | 463               | 483                 | 11,346   | 3,800                    | 15,146                    | -----                 |
| Red Creek Union Seminary .....      | 10,550                              | 310               | 350                 | 11,210   | 825                      | 12,035                    | -----                 |
| Rochester Female Academy .....      |                                     |                   |                     |  |                          |                           |                       |

|                             |        |       |       |        |        |        |       |
|-----------------------------|--------|-------|-------|--------|--------|--------|-------|
| L'egersville Union Seminary | 8,600  | 257   | 240   | 9,097  | 350    | 9,447  | ----- |
| Romo Academy                | 11,500 | 380   | 654   | 12,534 | 175    | 12,709 | 927   |
| Rural Seminary              | 4,267  | 603   | 150   | 5,020  | -----  | 5,020  | ----- |
| Rushford Academy            | 5,968  | 284   | 627   | 6,879  | 26     | 6,905  | ----- |
| St. Lawrence Academy        | 10,000 | 1,138 | 650   | 11,788 | 1,601  | 13,389 | 767   |
| Sauquoit Academy            | 4,000  | 240   | 493   | 4,733  | -----  | 4,733  | 368   |
| Schenectady Union School    | 43,560 | 4,506 | 200   | 48,266 | 2,134  | 50,400 | ----- |
| Schoharie Academy           | 4,650  | 549   | 350   | 5,549  | 166    | 5,715  | 1,000 |
| Seneca Falls Academy        | 3,400  | 456   | 409   | 4,256  | 3,228  | 7,484  | ----- |
| Sodus Academy               | 3,400  | 318   | 285   | 4,003  | 424    | 4,427  | 191   |
| Spencertown Academy         | 2,750  | 217   | 193   | 3,160  | 11     | 3,171  | ----- |
| S. S. Seward Institute      | 14,000 | 340   | 200   | 14,540 | 22,497 | 37,037 | ----- |
| Starkey Seminary            | 18,300 | 1,295 | 440   | 20,035 | -----  | 20,035 | ----- |
| Syracuse High School        | -----  | 6,032 | 925   | 6,957  | -----  | 6,957  | ----- |
| Troy Academy                | 10,000 | 174   | 268   | 10,442 | 31     | 10,473 | ----- |
| Troy Female Seminary        | 12,100 | 1,910 | 904   | 14,914 | -----  | 14,914 | ----- |
| Troy High School            | 28,000 | 655   | 1,068 | 29,723 | 500    | 30,223 | ----- |
| Trumansburgh Academy        | 5,160  | 506   | 743   | 6,409  | -----  | 6,409  | ----- |
| Unadilla Academy            | 3,500  | 380   | 202   | 4,082  | 152    | 4,234  | 342   |
| Union Academy of Belleville | 16,850 | 981   | 631   | 18,462 | 130    | 18,592 | ----- |
| Union Hall Academy          | 16,400 | 600   | 150   | 17,150 | 270    | 17,420 | 3,000 |
| Union Village Academy       | 5,377  | 309   | 385   | 6,071  | 1,025  | 7,096  | 425   |
| Utica Academy               | 30,000 | 6     | ----- | 30,006 | 486    | 30,492 | ----- |
| Vernon Academy              | 3,000  | 400   | 350   | 3,750  | 105    | 3,855  | ----- |
| Wallkill Academy            | 9,000  | 350   | 600   | 9,950  | 60     | 10,010 | 1,000 |
| Walton Academy              | 5,112  | 848   | 493   | 6,453  | 153    | 6,606  | ----- |
| Walworth Academy            | 8,440  | 222   | 560   | 9,222  | 1,332  | 10,554 | 579   |

## ACADEMIES.

## SCHEDULE No. 4—Continued.

| NAMES OF ACADEMIES.                | PERMANENT ENDOWMENTS.               |                   |                     | Total value of lot, buildings, library, and apparatus. | Other academic property. | Total value of the whole. | Debts due by academy. |
|------------------------------------|-------------------------------------|-------------------|---------------------|--|--------------------------|---------------------------|-----------------------|
|                                    | Value of academy lot and buildings. | Value of library. | Value of apparatus. |  |                          |                           |                       |
| Warrensburgh Academy .....         | \$3,575                             | \$225             | \$175               | \$3,975  | \$50                     | \$4,025                   | .....                 |
| Warsaw Union School .....          | 4,800                               | 857               | 442                 | 6,099  | ---                      | 6,099                     | .....                 |
| Warwick Institute .....            | 6,199                               | 161               | 417                 | 6,777  | 557                      | 7,334                     | \$619                 |
| Washington Academy .....           | 5,150                               | 337               | 800                 | 6,287  | ---                      | 6,287                     | .....                 |
| Waterloo Union School .....        | 6,500                               | 748               | 484                 | 7,732  | 263                      | 7,995                     | .....                 |
| Watertown High School .....        | 11,500                              | 1,794             | 703                 | 13,997   | ---                      | 13,997                    | .....                 |
| Watkins Academy .....              | 14,870                              | 173               | 240                 | 15,283   | 5,931                    | 21,214                    | 3,372                 |
| Waverly Institute .....            | 8,940                               | 412               | 360                 | 9,712  | ---                      | 9,712                     | .....                 |
| Webster Academy .....              | 4,200                               | 158               | 186                 | 4,544  | ---                      | 4,544                     | .....                 |
| Westfield Academy .....            | 5,300                               | 828               | 589                 | 6,717  | ---                      | 6,717                     | 380                   |
| West Winfield Academy .....        | 11,365                              | 700               | 955                 | 13,020   | ---                      | 13,020                    | .....                 |
| Whitestown Seminary .....          | 66,000                              | 1,304             | 1,237               | 68,541   | 14,250                   | 82,791                    | 14,805                |
| Whitney's Point Union School ..... | 9,500                               | 150               | 150                 | 9,800  | 356                      | 10,156                    | .....                 |
| Wilson Collegiate Institute .....  | 2,880                               | 807               | 400                 | 4,087  | ---                      | 4,087                     | .....                 |
| Windsor Academy .....              | 3,845                               | 488               | 130                 | 4,483  | 344                      | 4,827                     | 641                   |
| Yates Academy .....                | 3,772                               | 517               | 391                 | 4,680  | 50                       | 4,730                     | 118                   |
| Yates Polytechnic Institute .....  | 10,000                              | 242               | 358                 | 10,600   | 50                       | 10,650                    | .....                 |
|                                    | \$2,501,716                         | 143,985           | 113,082             | \$2,758,783  | 470,257                  | \$3,229,040               | \$211,648             |

*Containing abstracts showing the results of the general cash account for 1867, for the year ending between the 15th of June and the 15th of September of said year, of the several academies from which reports were received.*

| CASH ACCOUNTS.                    |   |  |  |  | 325 |
|-----------------------------------|---|--|--|--|-----|
| NAMES OF ACADEMIES.               | Cash received during the year, including balance, if any, on hand at beginning of year. | Cash paid during the year, including balance, if any, due to treasurer at the beginning of year. | Balance in treasurer's hands due to academy. | Balance due to treasurer from academy. |     |
| Academy at Little Falls .....     | \$2,573 31  | \$2,566 75   | \$6 56                                       | .....                                  |     |
| Academy of Dutchess County .....  | 4,234 44  | 4,214 36   | 20 08  | .....                                  |     |
| Albany Academy.....               | 12,164 23   | 12,154 74  | 9 49   | .....                                  |     |
| Albion Academy .....              | 3,163 99  | 3,121 37   | 42 62  | .....                                  |     |
| Alfred Academy.....               | 3,029 71  | 3,029 71   | .....  | .....                                  |     |
| Ames Academy .....                | 46 67   | 40 16  | 6 51   | .....                                  |     |
| Andes Collegiate Institute .....  | .....   | .....  | .....  | .....                                  |     |
| Angelica Academy .....            | 1,591 22  | 1,591 22   | .....  | .....                                  |     |
| Antwerp Literary Institute .....  | 2,651 78  | 2,651 78   | .....  | .....                                  |     |
| Arcade Academy .....              | 1,748 42  | 1,748 42   | .....  | .....                                  |     |
| Argyle Academy .....              | 1,130 48  | 1,127 19   | 3 29   | .....                                  |     |
| Attica Union School .....         | 2,711 02  | 2,711 02   | .....  | .....                                  |     |
| Auburn Academic High School ..... | 6,472 38  | 6,472 38   | .....  | .....                                  |     |
| Augusta Academy .....             | 134 40  | 134 40   | .....  | .....                                  |     |
| Aurora Academy .....              | 1,275 73  | 1,275 73   | .....  | .....                                  |     |
| Baldwinsville Academy.....        | 2,412 00  | 2,412 00   | .....  | .....                                  |     |
| Batavia Union School .....        | 4,890 53  | 4,598 70   | 291 83                                       | .....                                  |     |

# SCHEDULE No. 5—Continued.

## ACADEMIES.

| ACADEMIES.                          | Cash received during the year, if any, on balance, if any, on hand at beginning of year. | Cash paid during the year, including balance, if any, due to treasurer at the beginning of year. | Balance in treasurer's hands due to academy. | Balance due to treasurer from academy. |
|-------------------------------------|--|--|--|--|
| AMES OF ACADEMIES.                  |  |  |  |  |
| Academy                             | \$3,669 63   | \$3,669 63   | \$449 12                                     | \$40 69                                |
| Academy and Polytechnic Institute   | 60,821 80  | 60,372 68  |  |  |
| Allegiate and Polytechnic Institute | 10,494 58  | 10,494 58  | 39   |  |
| Allegiate School                    | 10,983 69  | 11,024 38  |  |  |
| Allegiate Academy                   | 3,379 67   | 3,379 28   | 417 19                                       |  |
| Allegiate Academy                   | 3,866 88   | 3,866 88   | 4 64   |  |
| Allegiate Academy                   | 6,751 93   | 6,334 74   |  |  |
| Allegiate Academy                   | 2,169 79   | 2,165 15   |  | 5 58                                   |
| Allegiate Academy                   | 3,399 56   | 3,399 56   |  |  |
| Allegiate Academy                   | 1,959 50   | 1,959 50   |  |  |
| Allegiate Academy                   | 4,380 39   | 4,385 97   | 25 79  |  |
| Allegiate Academy                   | 1,023 67   | 4,997 88   | 83 89  |  |
| Allegiate Academy                   | 2,368 25   | 2,284 36   |  |  |
| Allegiate Academy                   | 2,240 91   | 2,240 91   | 38 82  |  |
| Allegiate Academy                   | 2,240 62   | 1,537 80   | 14 85  |  |
| Allegiate Academy                   | 1,576 62   | 22,073 38  |  |  |
| Allegiate Academy                   | 22,088 23  | 22,073 38  |  |  |
| Allegiate Academy                   |  | 4,568 72   |  |  |

|  |           |           |          |        |
|--|-----------|-----------|----------|--------|
| <i>Clinton Liberal Institute</i> .....                         | 25,952 69 | 24,122 61 | 1,830 08 | .....  |
| <i>Corning Free Academy</i> - .....                            | 3,888 08  | 3,888 08  | .....    | .....  |
| <i>Cortland Academy</i> - .....                                | 5,169 46  | 5,400 99  | .....    | 231 53 |
| <i>Cortlandville Academy</i> - .....                           | 4,753 43  | 4,753 43  | .....    | .....  |
| <i>Coxsackie Academy</i> - .....                               | 1,830 24  | 1,742 66  | 87 58    | .....  |
| <i>Dansville Seminary</i> - .....                              | 2,440 88  | 2,440 88  | .....    | .....  |
| <i>Deaf and Dumb Institution</i> - .....                       | .....     | .....     | .....    | .....  |
| <i>Delaware Academy</i> - .....                                | 1,907 49  | 1,890 73  | 16 76    | .....  |
| <i>Delaware Literary Institute</i> - .....                     | 4,135 48  | 4,135 48  | .....    | .....  |
| <i>Deposit Academy</i> - .....                                 | 1,177 31  | 1,177 31  | .....    | .....  |
| <i>De Ruyter Institute</i> - .....                             | 2,077 08  | 2,063 08  | 14 00    | .....  |
| <i>Dundee Academy</i> - .....                                  | 1,400 98  | 1,400 98  | .....    | .....  |
| <i>East Bloomfield Academy</i> - .....                         | 2,272 39  | 2,283 74  | .....    | 11 35  |
| <i>East Genesee Conference Seminary</i> - .....                | 4,693 91  | 5,031 71  | .....    | 337 80 |
| <i>Ellington Academy</i> - .....                               | 1,118 48  | 1,096 48  | 22 00    | .....  |
| <i>Elmira Free Academy</i> - .....                             | 5,673 32  | 5,673 32  | .....    | .....  |
| <i>Erasmus Hall Academy</i> - .....                            | 4,183 26  | 4,041 56  | 141 70   | .....  |
| <i>Evans Academy</i> - .....                                   | 1,443 66  | 2,054 33  | .....    | 610 67 |
| <i>Fairfield Academy</i> - .....                               | 16,734 01 | 16,214 44 | 519 57   | .....  |
| <i>Falley Seminary</i> - .....                                 | 8,388 12  | 8,388 12  | .....    | .....  |
| <i>Forestville Free Academy</i> - .....                        | 1,940 61  | 2,092 12  | .....    | 151 51 |
| <i>Fort Covington Academy</i> - .....                          | 1,300 67  | 1,770 67  | .....    | 470 00 |
| <i>Fort Edward Collegiate Institute</i> - .....                | 13,193 74 | 13,128 74 | 65 00    | .....  |
| <i>Fort Plain Seminary and Female Collegiate Inst.</i> - ..... | 1,455 25  | 1,455 25  | .....    | .....  |
| <i>Franklin Academy, Malone</i> - .....                        | 2,704 16  | 3,115 18  | .....    | 411 02 |
| <i>Franklin Academy, Prattsburg</i> - .....                    | 1,552 16  | 1,589 17  | .....    | 37 01  |
| <i>Fredonia Academy</i> - .....                                | 1,595 41  | 2,503 23  | .....    | 907 82 |



## ACADEMIES.

## SCHEDULE No. 5—Continued.

| NAMES OF ACADEMIES.                                  | Cash received during the year, including balance, if any, on hand at beginning of year. | Cash paid during the year, including balance, if any, due to treasurer at the beginning of year. | Balance in treasurer's hands due to academy. | Balance due to treasurer from academy. |
|--|---|--|--|--|
| Friends' Academy .....                               | \$12,277 25   | \$12,050 00  | \$227 25                                     | .....                                  |
| Friendship Academy.....                              | 1,735 32  | 1,735 32   | .....  | .....                                  |
| Genesee Valley Seminary .....                        | 2,308 47  | 2,308 47   | .....  | .....                                  |
| Genesee Wesleyan Seminary .....                      | 13,615 51   | 13,615 51  | .....  | .....                                  |
| Genesee and Wyoming Seminary.....                    | 1,670 08  | 1,636 77   | 33 31  | .....                                  |
| Geneseo Academy .....                                | 3,478 99  | 4,050 80   | .....  | \$571 81                               |
| Geneva Classical and Union School.....               | 9,924 73  | 5,627 40   | 4,297 33                                     | .....                                  |
| Gilbertsville Academy and Collegiate Institute ..... | 1,728 73  | 1,728 73   | .....  | .....                                  |
| Glen's Falls Academy .....                           | 4,079 67  | 4,079 67   | .....  | .....                                  |
| Gloversville Union Seminary.....                     | 4,296 53  | 4,296 53   | .....  | .....                                  |
| Gouverneur Wesleyan Seminary .....                   | 3,361 43  | 3,361 43   | .....  | .....                                  |
| Grammar School of Madison University .....           | 873 89  | 873 89   | .....  | .....                                  |
| Greenville Academy .....                             | 1,037 45  | 1,102 92   | .....  | 65 47                                  |
| Griffith Institute.....                              | 1,376 59  | 1,376 59   | .....  | .....                                  |
| Groton Academy .....                                 | 1,875 21  | 1,875 21   | .....  | .....                                  |
| Halfmoon Academy.....                                | 1,524 72  | 1,524 72   | .....  | .....                                  |
| Hartford Academy.....                                | 1,018 14  | 989 45   | 28 69  | .....                                  |
| Hartwick Seminary .....                              | 1,715 83  | 1,691 00   | 24 83  | .....                                  |
| Holley Academy.....                                  | 942 09  | 947 77   | .....  | 5 68                                   |
| Hudson Academy.....                                  | 1,487 22  | 1,000 00   | 487 22                                       | .....                                  |

|  |           |           |          |       |
|--|-----------|-----------|----------|-------|
| Hungerford Collegiate Institute.....             | 5,098 80  | 4,711 51  | 387 29   | ----- |
| Huntington Union School .....                    | 2,150 00  | 2,150 00  | -----    | ----- |
| Ithaca Academy .....                             | 5,287 27  | 4,941 19  | 346 08   | ----- |
| Janestown Union School and Collegiate Inst. .... | 2,400 00  | 2,400 00  | -----    | ----- |
| Johnstown Academy .....                          | 2,275 59  | 2,275 59  | -----    | ----- |
| Jonesville Academy.....                          | 2,414 30  | 2,414 30  | -----    | ----- |
| Jordan Academy .....                             | -----     | -----     | -----    | ----- |
| Keeseville Academy .....                         | 1,273 54  | 1,273 54  | -----    | ----- |
| Kinderhook Academy .....                         | 1,228 41  | 1,239 39  | -----    | 10 98 |
| Kingston Academy.....                            | 2,900 00  | 2,900 00  | -----    | ----- |
| Knoxville Academy.....                           | 690 96    | 684 05    | 6 91     | ----- |
| Lansingburgh Academy .....                       | 4,326 83  | 3,680 93  | 645 90   | ----- |
| Lawrenceville Academy .....                      | 2,493 67  | 2,493 67  | -----    | ----- |
| Leavenworth Institute.....                       | 1,703 00  | 1,670 00  | 33 00    | ----- |
| Le Roy Academic Institute.....                   | 12,100 51 | 12,080 23 | 20 28    | ----- |
| Liberty Normal Institute.....                    | 1,552 12  | 1,552 12  | -----    | ----- |
| Lockport Union School.....                       | 10,404 68 | 9,340 55  | 1,064 13 | ----- |
| Lowville Academy.....                            | 3,435 91  | 3,294 33  | 141 58   | ----- |
| Lyons Union School .....                         | -----     | -----     | -----    | ----- |
| Macedou Academy.....                             | 2,199 38  | 2,169 30  | 30 08    | ----- |
| Manlius Academy.....                             | 1,632 52  | 1,600 40  | 32 12    | ----- |
| Marathon Academy .....                           | 2,357 54  | 1,912 52  | 445 02   | ----- |
| Marion Collegiate Institute.....                 | 1,408 90  | 1,319 22  | 89 68    | ----- |
| Marshall Seminary of Easton .....                | 869 84    | 869 84    | -----    | ----- |
| Mechanicville Academy.....                       | 4,878 36  | 4,728 34  | 150 02   | ----- |
| Medina Academy.....                              | 2,238 53  | 2,238 53  | -----    | ----- |
| Mexico Academy .....                             | 4,123 15  | 4,123 15  | -----    | ----- |

## ACADEMIES.

## SCHEDULE No. 5—Continued.

| NAMES OF ACADEMIES.                               | Cash received during the year, including balance, if any on hand at beginning of year. | Cash paid during the year, including balance, if any, due to treasurer at the beginning of year. | Balance in treasurer's hands due to academy. | Balance due to treasurer from academy. |
|---|--|--|--|--|
| Middlebury Academy .....                          | \$1,587 81   | \$1,541 98   | \$45 83                                      | -----                                  |
| Monroe Academy.....                               | 613 00   | 613 00   | -----  | -----                                  |
| Montgomery Academy .....                          | 1,564 67   | 1,585 48   | -----  | \$20 81                                |
| Monticello Academy .....                          | 3,415 02   | 3,369 37   | 45 65  | -----                                  |
| Moravia Institute .....                           | 1,145 54   | 1,055 88   | 89 66  | -----                                  |
| Mount Morris Union School.....                    | 2,201 61   | 2,217 61   | -----  | 16 00                                  |
| Mount Pleasant Academy .....                      | 9,108 26   | 8,978 05   | 130 21                                       | -----                                  |
| Munro Collegiate Institute .....                  | 5,160 97   | 2,988 96   | 2,172 01                                     | -----                                  |
| Naples Academy .....                              | 2,903 18   | 2,784 49   | 118 69                                       | -----                                  |
| Newark Union Free School .....                    | 4,863 70   | 4,828 05   | 35 65  | -----                                  |
| New Berlin Academy .....                          | 1,736 32   | 1,736 32   | -----  | -----                                  |
| New Paltz Academy .....                           | 2,016 23   | 1,934 29   | 81 94  | -----                                  |
| New York Central Academy.....                     | 1,426 37   | 2,143 07   | -----  | 716 70                                 |
| New York Conference Seminary and Coll. Inst. .... | 1,846 12   | 2,550 00   | -----  | 703 88                                 |
| North Granville Ladies' Seminary .....            | 26,066 01  | 26,066 01  | -----  | -----                                  |
| Norwich Academy .....                             | 3,602 36   | 3,602 36   | -----  | -----                                  |
| Ogdensburg Educational Institute .....            | 1,500 00   | 1,500 00   | -----  | -----                                  |
| Olean Academy .....                               | 1,011 34   | 1,011 34   | -----  | -----                                  |
| Oncida Seminary .....                             | 6,208 33   | 6,208 33   | -----  | -----                                  |
| Oncida Conference Seminary .....                  | 7,839 25   | 8,394 37   | -----  | 555 12                                 |

|   |           |           |        |
|---|-----------|-----------|--------|
| Onondaga Academy.....                   | 5,487 04  | 5,487 04  | -----  |
| Ontario Female Seminary.....            | 5,634 87  | 5,634 87  | -----  |
| Oswego High School.....                 | 3,300 67  | 3,300 67  | -----  |
| Owego Academy.....                      | 2,940 02  | 3,844 26  | 904 24 |
| Oxford Academy.....                     | 4,722 32  | 4,187 72  | -----  |
| Packer Collegiate Institute.....        | 46,610 57 | 35,662 80 | -----  |
| Palmyra Classical and Union School..... | 3,718 83  | 3,336 21  | -----  |
| Palatine Bridge Union Free School.....  | 739 88    | 663 98    | -----  |
| Peekskill Academy.....                  | 8,647 75  | 8,509 26  | -----  |
| Penfield Seminary.....                  | 1,178 97  | 1,161 97  | -----  |
| Penn Yan Academy.....                   | 4,470 71  | 4,470 71  | -----  |
| Perry Academy.....                      | 2,883 13  | 2,883 13  | -----  |
| Phelps Union and Classical School.....  | 4,633 07  | 3,926 26  | -----  |
| Phipps Union Seminary.....              | 3,520 37  | 3,473 67  | -----  |
| Pike Seminary.....                      | 2,284 18  | 1,784 13  | -----  |
| Plattsburg Academy.....                 | 1,454 01  | 1,362 73  | -----  |
| Pompey Academy.....                     | 900 49    | 903 30    | 2 81   |
| Port Byron Free School and Academy..... | 3,747 55  | 3,500 29  | -----  |
| Prospect Academy.....                   | 587 42    | 587 42    | -----  |
| Pulaski Academy.....                    | 3,182 25  | 3,182 25  | -----  |
| Red Creek Union Seminary.....           | 3,391 32  | 3,391 32  | -----  |
| Rochester Free Academy.....             | 4,200 00  | 4,200 00  | -----  |
| Rogersville Union Seminary.....         | 1,245 84  | 1,245 84  | -----  |
| Rome Academy.....                       | 3,267 09  | 3,294 32  | 27 23  |
| Rural Seminary.....                     | 1,469 69  | 1,469 69  | -----  |
| Rushford Academy.....                   | 2,022 53  | 1,995 98  | -----  |
| St. Lawrence Academy.....               | 2,985 54  | 2,863 45  | -----  |
|   |           | 26 55     | -----  |
|   |           | 122 09    | -----  |

ACADEMIES.

SCHEDULE No. 5—Continued.

| NAMES OF ACADEMIES.               | Cash received during the year, including balance, if any, on hand at beginning of year. | Cash paid during the year, including balance, if any, due to treasurer at the beginning of year. | Balance in treasurer's hands due to academy. | Balance due to treasurer from academy. |
|-----------------------------------|---|--|--|--|
| Sauquoit Academy .....            | \$4,054 22  | \$4,054 22   | .....  | .....                                  |
| Schenectady Union School .....    | 16,430 57   | 14,761 25  | \$1,669 32                                   | .....                                  |
| Schoharie Academy .....           | 2,234 13  | 2,218 18   | 15 95  | .....                                  |
| Seneca Falls Academy .....        | 1,315 47  | 1,087 09   | 228 38                                       | .....                                  |
| Sodus Academy .....               | 1,429 67  | 1,429 67   | .....  | .....                                  |
| Spencertown Academy .....         | 667 74  | 656 04   | 11 70  | .....                                  |
| S. S. Seward Institute .....      | 5,319 42  | 2,821 94   | 2,497 48                                     | .....                                  |
| Starkey Seminary .....            | 2,329 04  | 2,329 04   | .....  | .....                                  |
| Syracuse High School .....        | .....   | .....  | .....  | .....                                  |
| Troy Academy .....                | 3,509 98  | 3,479 08   | 30 90  | .....                                  |
| Troy Female Seminary .....        | 9,412 73  | 10,196 00  | .....  | \$783 27                               |
| Troy High School .....            | 4,648 07  | 4,648 07   | .....  | .....                                  |
| Trumansburgh Academy .....        | 1,760 00  | 1,760 00   | .....  | .....                                  |
| Unadilla Academy .....            | 1,240 39  | 1,240 39   | .....  | .....                                  |
| Union Academy of Belleville ..... | 6,071 55  | 6,066 28   | 5 27   | .....                                  |
| Union Hall Academy .....          | 2,144 24  | 1,873 51   | 270 73                                       | .....                                  |
| Union Village Academy .....       | 2,602 40  | 2,602 40   | .....  | .....                                  |
| Utica Academy .....               | 18,675 16   | 18,439 16  | 236 00                                       | .....                                  |
| Vernon Academy .....              | 635 85  | 530 03   | 105 82                                       | .....                                  |
| Wallkill Academy .....            | 3,146 58  | 3,146 58   | .....  | .....                                  |

|                                    |              |              |             |             |
|------------------------------------|--------------|--------------|-------------|-------------|
| Walton Academy.....                | 2,204 38     | 2,051 21     | 153 17      | .....       |
| Walworth Academy.....              | 1,154 96     | 1,568 23     | .....       | 413 27      |
| Warrensburgh Academy.....          | 1,844 38     | 1,844 38     | .....       | .....       |
| Warsaw Union School.....           | 1,609 00     | 1,609 00     | .....       | .....       |
| Warwick Institute.....             | 1,707 39     | 1,683 57     | 23 82       | .....       |
| Washington Academy.....            | 1,202 72     | 1,202 72     | .....       | .....       |
| Waterloo Union School.....         | 5,346 27     | 5,083 69     | 262 58      | .....       |
| Watertown High School.....         | 3,634 66     | 3,634 66     | .....       | .....       |
| Watkins Academy.....               | 1,832 77     | 1,832 77     | .....       | .....       |
| Waverly Institute.....             | 2,459 05     | 2,459 05     | .....       | .....       |
| Webster Academy.....               | 858 82       | 858 82       | .....       | .....       |
| Westfield Academy.....             | 2,830 62     | 2,892 71     | .....       | 62 09       |
| West Winfield Academy.....         | 2,966 82     | 2,966 82     | .....       | .....       |
| Whitestown Seminary.....           | 23,273 71    | 25,579 25    | .....       | 2,305 54    |
| Whitney's Point Union School.....  | 1,406 22     | 1,406 22     | .....       | .....       |
| Wilson's Collegiate Institute..... | 1,158 50     | 1,158 50     | .....       | .....       |
| Windsor Academy.....               | 681 23       | 539 56       | 141 67      | .....       |
| Yates Academy.....                 | 1,342 20     | 1,460 25     | .....       | 118 05      |
| Yates Polytechnic Institute.....   | 107 00       | 107 00       | .....       | .....       |
|                                    | \$828,034 31 | \$803,720 26 | \$34,811 98 | \$10,497 93 |

SCHEDULE No. 6,

Containing a statement of the annual revenue for 1867, for the year ending between the 15th of June and the 15th of September of said year, for the several academies from which reports were received.

| NAMES OF ACADEMIES.                      | Tuition collected, or considered collect-able. | Interest or income of real & personal property includ'g room rent accrued during said year. | From Reg's apportionment from Literature Fund. | From Regents for education of teachers. | From other sources. | Total annual revenue. | Excess, if any, of annual revenue over expenditures. |
|--|--|---|--|---|---------------------|-----------------------|--|
| Academy at Little Falls .....            | \$2,045  | .....   | \$292  | \$200                                   | \$30                | \$2,567               | .....  |
| Academy of Dutchess County .....         | 3,824  | \$271   | 115  | .....                                   | .....               | 4,210                 | \$115  |
| Albany Academy .....                     | 10,747   | 136   | 213  | .....                                   | .....               | 11,096                | .....  |
| Albion Academy .....                     | 2,375  | 250   | 255  | 200                                     | .....               | 3,080                 | 594  |
| Alfred Academy .....                     | 2,718  | .....   | 341  | .....                                   | .....               | 3,059                 | 5  |
| Ames Academy .....                       | .....  | 25  | .....  | .....                                   | .....               | 25                    | .....  |
| Andes Collegiate Institute .....         | .....  | .....   | .....  | .....                                   | .....               | .....                 | .....  |
| Angelica Academy .....                   | 1,238  | 30  | 104  | .....                                   | 220                 | 1,592                 | .....  |
| Antwerp Liberal Literary Institute ..... | 2,095  | 30  | 36   | 190                                     | 300                 | 2,651                 | .....  |
| Arcade Academy .....                     | 1,256  | 39  | 481  | .....                                   | .....               | 1,776                 | 28   |
| Argyle Academy .....                     | 972  | 53  | 91   | .....                                   | .....               | 1,116                 | 3  |
| Auburn Academic High School .....        | 850  | .....   | 213  | .....                                   | 5,409               | 6,472                 | 212  |
| Augusta Academy .....                    | 101  | .....   | 27   | .....                                   | 6                   | 134                   | .....  |
| Aurora Academy .....                     | 911  | .....   | .....  | .....                                   | .....               | 911                   | .....  |
| Baldwinsville Academy .....              | 470  | .....   | 67   | .....                                   | 1,875               | 2,412                 | .....  |
| Batavia Union School .....               | 165  | .....   | 210  | 200                                     | 4,295               | 4,870                 | 272  |
| Binghamton Academy .....                 | 400  | .....   | 117  | 120                                     | 3,258               | 3,669                 | .....  |

REVENUES.

335

|                                       |        |       |       |       |        |       |
|---------------------------------------|--------|-------|-------|-------|--------|-------|
| Brookfield Academy.....               | 52,551 | 820   | ..... | ..... | 554    | ..... |
| Brooklyn Coll. and Polytechnic Inst.. |        |       |       |       | 55,210 | 7,236 |
| Buffalo Central School.....           |        |       |       | 140   | 1,519  | ..... |
| Buffalo Female Academy.....           | 10,105 | 27    |       |       | 9,933  | 668   |
| Cambridge Washington Academy.....     | 2,001  | 107   |       |       | 113    | ..... |
| Canajoharie Academy.....              | 615    | 15    |       |       | 323    | ..... |
| Canandaigua Academy.....              | 3,175  | 1,449 |       | 130   | .....  | 866   |
| Canton Academy.....                   | 1,710  | 105   |       | 160   | 5,009  | 93    |
| Cary Collegiate Seminary.....         | 1,547  | 1,446 |       | 140   | 2,165  | ..... |
| Catskill Free Academy.....            | 123    |       |       |       | 3,398  | ..... |
| Cayuga Lake Academy.....              | 1,926  | 450   |       |       | 1,959  | ..... |
| Chamberlain Institute.....            | 2,480  | 300   |       | 200   | 2,699  | ..... |
| Champlain Academy.....                | 341    | 6     |       | 110   | 3,042  | ..... |
| Chester Academy.....                  | 1,377  | 71    |       |       | 582    | ..... |
| Cincinnatus Academy.....              | 1,256  | 54    |       |       | 2,256  | ..... |
| Clarence Academy.....                 | 1,119  | 28    |       | 190   | 2,043  | ..... |
| Claverack Acad. & Hudson River Inst.  | 17,907 | 3,157 |       | 200   | 1,499  | ..... |
| Clinton Academy.....                  | 532    | 36    |       |       | 21,855 | 482   |
| Clinton Grammar School.....           | 4,450  |       |       |       | 610    | ..... |
| Clinton Liberal Institute.....        | 5,522  | 633   |       |       | 4,568  | ..... |
| Corning Free Academy.....             | 212    |       |       |       | 25,197 | 1,074 |
| Cortland Academy.....                 | 3,395  | 224   |       |       | 3,888  | ..... |
| Cortlandville Academy.....            | 4,230  |       |       | 200   | 4,269  | ..... |
| Coxsackie Academy.....                | 1,355  |       |       | 170   | 4,753  | ..... |
| Dansville Seminary.....               | 2,267  |       |       |       | 1,792  | 50    |
| Deaf and Dumb Institution.....        |        |       |       |       | 2,441  | ..... |
| Delaware Academy.....                 | 1,100  | 290   |       |       | .....  | ..... |
|                                       |        |       |       | 197   | 1,897  | 7     |



## ACADEMIES.

## SCHEDULE No. 6—Continued.

| NAMES OF ACADEMIES.                           | Tuition col-<br>lected, or<br>considered<br>collectable. | Interest or in-<br>come of real<br>and personal<br>prop'ty inc'g<br>room rent ac-<br>rued during<br>said year. | From Reg's<br>for annual<br>apportion-<br>ment from<br>Literature<br>Fund. | From Reg's<br>for educa-<br>tion of<br>teachers. | From other<br>sources. | Total annual<br>revenue. | Excess, if<br>any, of an-<br>nual reve-<br>nue over-<br>expendi-<br>tures. |
|---|--|--|--|--|------------------------|--------------------------|--|
| Delaware Literary Institute . . . . .         | \$2, 677   | \$579  | \$253  | \$150  | \$277                  | \$3, 936                 | \$8  |
| Deposit Academy . . . . .                     | 850  | -----  | -----  | -----  | 327                    | 1, 177                   | -----  |
| De Ruyter Institute . . . . .                 | 1, 411   | 891  | 82   | -----  | 31                     | 2, 415                   | -----  |
| Dundee Academy . . . . .                      | 1, 044   | 40   | 146  | -----  | -----                  | 1, 230                   | -----  |
| East Bloomfield Academy . . . . .             | 1, 344   | -----  | -----  | -----  | 1, 429                 | 2, 773                   | 46   |
| East Genesee Conference Seminary . . . . .    | 3, 256   | -----  | 219  | -----  | -----                  | 3, 475                   | -----  |
| Ellington Academy . . . . .                   | 935  | 13   | 64   | -----  | 85                     | 1, 097                   | -----  |
| Elmira Free Academy . . . . .                 | -----  | -----  | -----  | 222  | 5, 451                 | 5, 673                   | -----  |
| Erasmus Hall Academy . . . . .                | 2, 147   | 888  | -----  | -----  | 420                    | 3, 455                   | 276  |
| Evans Academy . . . . .                       | 464  | 1, 050   | 46   | -----  | -----                  | 1, 560                   | -----  |
| Fairfield Academy . . . . .                   | 4, 100   | 1, 770   | 425  | -----  | 9, 835                 | 16, 130                  | -----  |
| Falloy Seminary . . . . .                     | 7, 780   | 200  | 408  | -----  | -----                  | 8, 388                   | 93   |
| Forestville Free Academy . . . . .            | 412  | -----  | -----  | -----  | 1, 528                 | 1, 940                   | -----  |
| Fort Covington Academy . . . . .              | 385  | 178  | 304  | 200  | 600                    | 1, 667                   | -----  |
| Fort Edward Collegiate Institute . . . . .    | 11, 563  | -----  | 1, 065   | 200  | 65                     | 12, 893                  | -----  |
| Fort Plain Seminary & Fem. Col. Inst. . . . . | 1, 000   | 300  | 155  | -----  | -----                  | 1, 455                   | -----  |
| Franklin Academy, Malone . . . . .            | 2, 103   | 103  | 177  | 200  | 246                    | 2, 829                   | -----  |
| Franklin Academy, Prattsburg . . . . .        | 1, 140   | 31   | 201  | 180  | -----                  | 1, 552                   | -----  |
| Fredonia Academy . . . . .                    | 1, 199   | 14   | 704  | 140  | -----                  | 1, 606                   | -----  |

|                                      |       |       |       |       |       |        |       |
|--------------------------------------|-------|-------|-------|-------|-------|--------|-------|
| Friends' Academy                     | 4,200 | ----- | 250   | 94    | 7,000 | 11,544 | ----- |
| Friendship Academy                   | 1,135 | 85    | 131   | 134   | 250   | 1,735  | ----- |
| Genesee Valley Seminary              | 1,831 | ----- | 274   | 200   | 3     | 2,308  | ----- |
| Genesee Wesleyan Seminary            | 4,153 | 1,609 | 667   | 200   | 6,986 | 13,615 | ----- |
| Genesee and Wyoming Seminary         | 416   | 192   | 152   | 140   | ----- | 900    | ----- |
| Geneseo Academy                      | 2,669 | 247   | 195   | 200   | 568   | 3,879  | 60    |
| Geneva Classical and Union School    | 48    | ----- | 447   | ----- | 6,122 | 6,616  | 990   |
| Gilbertsville Academy and Col. Inst. | 1,228 | 159   | 131   | 160   | ----- | 1,678  | ----- |
| Glen's Falls Academy                 | 3,354 | ----- | 106   | ----- | 619   | 4,079  | 175   |
| Gloversville Union Seminary          | 4,132 | ----- | 164   | ----- | ----- | 4,296  | ----- |
| Gouverneur Wesleyan Seminary         | 2,609 | 40    | 514   | 200   | ----- | 3,363  | 122   |
| Grammar School of Madison Univ'y     | 822   | ----- | 52    | ----- | ----- | 874    | ----- |
| Greenville Academy                   | 600   | ----- | 55    | 200   | 130   | 985    | ----- |
| Griffith Institute                   | 1,175 | ----- | 131   | 70    | ----- | 1,376  | ----- |
| Groton Academy                       | 1,265 | ----- | 399   | 200   | ----- | 1,864  | ----- |
| Halfmoon Academy                     | 1,476 | 50    | 100   | ----- | ----- | 1,626  | ----- |
| Hartford Academy                     | 687   | 8     | ----- | ----- | 323   | 1,018  | 29    |
| Hartwick Seminary                    | 215   | 1,075 | 70    | 90    | 200   | 1,650  | ----- |
| Holley Academy                       | 880   | 4     | 58    | ----- | ----- | 942    | 31    |
| Hudson Academy                       | 800   | 200   | 91    | ----- | ----- | 1,091  | 91    |
| Hungerford Collegiate Institute      | 3,005 | 730   | 350   | 190   | 500   | 4,775  | 63    |
| Huntington Union School              | 775   | ----- | 161   | ----- | 1,214 | 2,150  | ----- |
| Ithaca Academy                       | 3,891 | 528   | 420   | 110   | ----- | 4,949  | 586   |
| Jamestown Union School & Col. Inst.  | 1,208 | ----- | 103   | 170   | 919   | 2,400  | ----- |
| Johnstown Academy                    | 2,415 | 100   | 149   | 40    | ----- | 2,704  | 30    |
| Jonesville Academy                   | 1,769 | 370   | 155   | 120   | ----- | 2,414  | ----- |
| Jordan Academy                       | ----- | ----- | ----- | ----- | ----- | -----  | ----- |

## ACADEMIES.

## SCHEDULE No. 6—Continued.

| NAMES OF ACADEMIES.              | Tuition collected, or considered collectable. | Interest or income of real & personal property, including room rent accrued during said year. | From Reg's for annual apportionment from Literature Fund. | From Reg's for education of teachers. | From other sources. | Total annual revenue. | Excess, if any of annual revenue over expenditures. |
|----------------------------------|---|---|---|---------------------------------------|---------------------|-----------------------|---|
| Keeseville Academy.....          | \$1,025                                       | -----   | \$58  | \$190                                 | -----               | \$1,273               | -----   |
| Kinderhook Academy.....          | 1,064   | \$60  | 64  | 40                                    | -----               | 1,228                 | -----   |
| Kingston Academy.....            | 193   | 350   | 97  | -----                                 | \$2,260             | 2,900                 | -----   |
| Knoxville Academy.....           | 455   | 13  | 61  | -----                                 | 102                 | 631                   | \$8   |
| Lansingburgh Academy.....        | 3,332   | 615   | 79  | 150                                   | -----               | 4,176                 | 495   |
| Lawrenceville Academy.....       | 1,979   | 6   | 268   | 200                                   | 61                  | 2,514                 | -----   |
| Leavenworth Institute.....       | 266   | 95  | 33  | 170                                   | 1,096               | 1,657                 | -----   |
| Le Roy Academic Institute.....   | 4,909   | -----   | 91  | -----                                 | 7,100               | 12,100                | 20  |
| Liberty Normal Institute.....    | 1,227   | 30  | 146   | 175                                   | -----               | 1,578                 | -----   |
| Lockport Union School.....       | 5,435   | -----   | 326   | 164                                   | 3,788               | 9,718                 | 1,214   |
| Lowville Academy.....            | 2,606   | 147   | 317   | 200                                   | -----               | 3,270                 | -----   |
| Lyons Union School.....          | -----   | -----   | -----   | -----                                 | -----               | -----                 | -----   |
| Macedon Academy.....             | 1,591   | 116   | 406   | -----                                 | -----               | 2,113                 | -----   |
| Manlius Academy.....             | 1,284   | -----   | 27  | -----                                 | 173                 | 1,484                 | -----   |
| Marion Collegiate Institute..... | 1,162   | 95  | 152   | -----                                 | -----               | 1,409                 | 90  |
| Marshall Seminary of Easton..... | 700   | 12  | 58  | -----                                 | 100                 | 870                   | -----   |
| Mechanicville Academy.....       | 4,200   | 425   | 216   | -----                                 | -----               | 4,841                 | 113   |
| Medina Academy.....              | 1,926   | -----   | 158   | -----                                 | 154                 | 2,238                 | -----   |
| Mexico Academy.....              | 2,709   | 214   | 385   | 200                                   | 242                 | 3,700                 | -----   |

|                                    |        |        |     |     |     |     |       |        |       |
|------------------------------------|--------|--------|-----|-----|-----|-----|-------|--------|-------|
| Monroe Academy                     | 380    | ---    | --- | 33  | --- | 200 | ---   | 613    | ---   |
| Montgomery Academy                 | 1,315  | ---    | --- | 119 | --- | 100 | ---   | 1,534  | ---   |
| Monticello Academy                 | 3,142  | 227    | --- | 100 | 200 | --- | ---   | 3,669  | ---   |
| Moravia Institute                  | 810    | ---    | --- | 94  | 200 | --- | ---   | 1,104  | 93    |
| Mount Morris Union School          | 583    | ---    | --- | 152 | --- | --- | 1,482 | 2,217  | ---   |
| Mount Pleasant Academy             | 6,450  | 2,290  | --- | 64  | --- | 205 | ---   | 9,009  | 791   |
| Munro Collegiate Institute         | 2,090  | 1,027  | --- | 438 | 200 | --- | ---   | 3,755  | 925   |
| Naples Academy                     | 2,513  | 60     | --- | 115 | 160 | --- | ---   | 2,848  | 64    |
| Newark Union Free School           | 640    | ---    | --- | 213 | 200 | --- | 3,810 | 4,863  | 35    |
| New Berlin Academy                 | 1,428  | ---    | --- | 176 | --- | --- | 132   | 1,736  | ---   |
| New Paltz Academy                  | 1,635  | 241    | --- | 82  | --- | --- | ---   | 1,958  | 27    |
| New York Central Academy           | 1,307  | ---    | --- | 97  | --- | --- | 25    | 1,429  | ---   |
| New York Conf. Sem. and Col. Inst. | 600    | ---    | --- | 146 | 200 | --- | 900   | 1,846  | ---   |
| North Granville Ladies' Seminary   | 8,027  | 15,089 | --- | --- | --- | --- | 500   | 23,616 | ---   |
| Norwich Academy                    | 2,901  | ---    | --- | 411 | 200 | --- | 90    | 3,602  | 500   |
| Ogdensburg Educational Institute   | 796    | ---    | --- | 170 | --- | --- | 534   | 1,500  | ---   |
| Olean Academy                      | 848    | 32     | --- | 131 | --- | --- | ---   | 1,011  | ---   |
| Oneida Seminary                    | 3,471  | ---    | --- | 150 | 200 | --- | 984   | 4,805  | ---   |
| Oneida Conference Seminary         | 5,892  | 485    | --- | 773 | 200 | --- | 18    | 7,368  | ---   |
| Onondaga Academy                   | 1,513  | 229    | --- | 289 | 200 | --- | 1,725 | 3,956  | 368   |
| Ontario Female Seminary            | 6,280  | ---    | --- | 198 | --- | --- | 50    | 6,528  | ---   |
| Oswego High School                 | 144    | ---    | --- | 274 | --- | --- | 2,882 | 3,300  | ---   |
| Owego Academy                      | 2,738  | ---    | --- | 432 | 200 | --- | ---   | 3,370  | ---   |
| Oxford Academy                     | 2,066  | 200    | --- | 615 | 200 | --- | 250   | 3,331  | 144   |
| Packer Collegiate Institute        | 40,440 | 315    | --- | 703 | --- | --- | ---   | 41,458 | 3,946 |
| Palmyra Classical and Union School | 296    | ---    | --- | 344 | --- | --- | 2,564 | 3,204  | ---   |

## ACADEMIES.

## SCHEDULE No. 6—Continued.

| NAMES OF ACADEMIES.                  | Tuition collected, or can id-<br>ered collect-<br>able. | Interest or in-<br>come of real<br>and personal<br>property, in-<br>cluding room<br>rent accrued<br>dur'g said yr. | From Reg's<br>for annual<br>apportion-<br>ment from<br>Literature<br>Fund. | From Reg's<br>for edu-<br>cation of<br>teachers. | From other<br>sources. | Total annual<br>revenue. | Excess, if<br>any, of an-<br>nual reve-<br>nue over<br>expendit's. |
|--------------------------------------|---|--|--|--|------------------------|--------------------------|--|
| Palatine Bridge Union Free School .. | .....   | .....  | \$10   | .....  | \$600                  | \$610                    | .....  |
| Peekskill Academy.....               | \$4,799   | \$3,757  | 52   | .....  | 40                     | 8,648                    | \$697  |
| Penfield Seminary.....               | 716   | .....  | 122  | \$180  | 135                    | 1,153                    | .....  |
| Penn Yan Academy .....               | 3,554   | .....  | 527  | 190  | 36                     | 4,307                    | .....  |
| Perry Academy.....                   | 2,704   | 36   | 143  | .....  | .....                  | 2,883                    | .....  |
| Phelps Union and Classical School .. | 526   | .....  | 113  | .....  | 3,367                  | 4,006                    | 80   |
| Phipps Union Seminary.....           | 2,919   | .....  | 203  | 150  | 150                    | 3,422                    | .....  |
| Pike Seminary .....                  | 1,323   | .....  | 271  | 190  | .....                  | 1,784                    | .....  |
| Plattsburg Academy.....              | 1,234   | .....  | 70   | 30   | 120                    | 1,454                    | 92   |
| Pompey Academy.....                  | 506   | 151  | 70   | 200  | .....                  | 927                      | 32   |
| Port Byron Free School and Academy   | 338   | .....  | 85   | .....  | 3,104                  | 3,527                    | 27   |
| Prospect Academy .....               | 505   | .....  | 82   | .....  | .....                  | 587                      | .....  |
| Pulaski Academy .....                | 2,055   | 76   | 310  | .....  | 741                    | 3,182                    | .....  |
| Red Creek Union Seminary.....        | 3,000   | 300  | 91   | .....  | .....                  | 3,391                    | .....  |
| Rochester Free Academy.....          | 70  | .....  | 204  | .....  | 3,926                  | 4,200                    | .....  |
| Rogersville Union Seminary .....     | 940   | 127  | 162  | .....  | 17                     | 1,246                    | .....  |
| Rome Academy.....                    | 2,792   | 30   | 252  | 120  | .....                  | 3,194                    | .....  |
| Rural Seminary.....                  | 1,159   | .....  | 107  | .....  | 204                    | 1,470                    | .....  |
| Rushford Academy .....               | 830   | .....  | .....  | .....  | 1,518                  | 1,861                    | 27   |

| School | 1900 | 1901 | 1902 | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 | 1931 | 1932 | 1933 | 1934 | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 | 1957 | 1958 | 1959 | 1960 | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 2035 | 2036 | 2037 | 2038 | 2039 | 2040 | 2041 | 2042 | 2043 | 2044 | 2045 | 2046 | 2047 | 2048 | 2049 | 2050 | 2051 | 2052 | 2053 | 2054 | 2055 | 2056 | 2057 | 2058 | 2059 | 2060 | 2061 | 2062 | 2063 | 2064 | 2065 | 2066 | 2067 | 2068 | 2069 | 2070 | 2071 | 2072 | 2073 | 2074 | 2075 | 2076 | 2077 | 2078 | 2079 | 2080 | 2081 | 2082 | 2083 | 2084 | 2085 | 2086 | 2087 | 2088 | 2089 | 2090 | 2091 | 2092 | 2093 | 2094 | 2095 | 2096 | 2097 | 2098 | 2099 | 2100 | 2101 | 2102 | 2103 | 2104 | 2105 | 2106 | 2107 | 2108 | 2109 | 2110 | 2111 | 2112 | 2113 | 2114 | 2115 | 2116 | 2117 | 2118 | 2119 | 2120 | 2121 | 2122 | 2123 | 2124 | 2125 | 2126 | 2127 | 2128 | 2129 | 2130 | 2131 | 2132 | 2133 | 2134 | 2135 | 2136 | 2137 | 2138 | 2139 | 2140 | 2141 | 2142 | 2143 | 2144 | 2145 | 2146 | 2147 | 2148 | 2149 | 2150 | 2151 | 2152 | 2153 | 2154 | 2155 | 2156 | 2157 | 2158 | 2159 | 2160 | 2161 | 2162 | 2163 | 2164 | 2165 | 2166 | 2167 | 2168 | 2169 | 2170 | 2171 | 2172 | 2173 | 2174 | 2175 | 2176 | 2177 | 2178 | 2179 | 2180 | 2181 | 2182 | 2183 | 2184 | 2185 | 2186 | 2187 | 2188 | 2189 | 2190 | 2191 | 2192 | 2193 | 2194 | 2195 | 2196 | 2197 | 2198 | 2199 | 2200 | 2201 | 2202 | 2203 | 2204 | 2205 | 2206 | 2207 | 2208 | 2209 | 2210 | 2211 | 2212 | 2213 | 2214 | 2215 | 2216 | 2217 | 2218 | 2219 | 2220 | 2221 | 2222 | 2223 | 2224 | 2225 | 2226 | 2227 | 2228 | 2229 | 2230 | 2231 | 2232 | 2233 | 2234 | 2235 | 2236 | 2237 | 2238 | 2239 | 2240 | 2241 | 2242 | 2243 | 2244 | 2245 | 2246 | 2247 | 2248 | 2249 | 2250 | 2251 | 2252 | 2253 | 2254 | 2255 | 2256 | 2257 | 2258 | 2259 | 2260 | 2261 | 2262 | 2263 | 2264 | 2265 | 2266 | 2267 | 2268 | 2269 | 2270 | 2271 | 2272 | 2273 | 2274 | 2275 | 2276 | 2277 | 2278 | 2279 | 2280 | 2281 | 2282 | 2283 | 2284 | 2285 | 2286 | 2287 | 2288 | 2289 | 2290 | 2291 | 2292 | 2293 | 2294 | 2295 | 2296 | 2297 | 2298 | 2299 | 2300 | 2301 | 2302 | 2303 | 2304 | 2305 | 2306 | 2307 | 2308 | 2309 | 2310 | 2311 | 2312 | 2313 | 2314 | 2315 | 2316 | 2317 | 2318 | 2319 | 2320 | 2321 | 2322 | 2323 | 2324 | 2325 | 2326 | 2327 | 2328 | 2329 | 2330 | 2331 | 2332 | 2333 | 2334 | 2335 | 2336 | 2337 | 2338 | 2339 | 2340 | 2341 | 2342 | 2343 | 2344 | 2345 | 2346 | 2347 | 2348 | 2349 | 2350 | 2351 | 2352 | 2353 |
|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|

## ACADEMIES.

## SCHEDULE No. 6—Continued.

| NAMES OF ACADEMIES.               | Tuition collected, or considered collectable. | Interest or income of real & personal property, including room rent accrued during said year. | From Reg's for annual apportionment from Literature Fund. | From Regents for education of teachers. | From other sources. | Total annual revenue. | Excess, if any, of annual revenue over expenditures. |
|-----------------------------------|---|---|---|---|---------------------|-----------------------|--|
| Waterloo Union School.....        | \$506   | \$27  | \$119   | \$150                                   | \$4,543             | \$5,345               | \$262  |
| Watertown High School .....       | 390   | .....   | 140   | .....                                   | 3,105               | 3,635                 | .....  |
| Watkins Academy.....              | 605   | .....   | 63  | 110                                     | 1,054               | 1,832                 | .....  |
| Waverly Institute.....            | 2,009   | 3   | 213   | 200                                     | .....               | 2,425                 | .....  |
| Webster Academy .....             | 610   | 157   | 91  | .....                                   | .....               | 858                   | 187  |
| Westfield Academy.....            | 2,144   | .....   | 487   | 200                                     | .....               | 2,831                 | .....  |
| West Winfield Academy.....        | 2,117   | 321   | 329   | 200                                     | .....               | 2,967                 | .....  |
| Whitestown Seminary .....         | 6,472   | 1,991   | 615   | 200                                     | 250                 | 9,528                 | .....  |
| Whitney's Point Union School..... | 233   | .....   | .....   | .....                                   | 1,173               | 1,406                 | .....  |
| Wilson Collegiate Institute.....  | 684   | .....   | 152   | 180                                     | 142                 | 1,158                 | .....  |
| Windsor Academy.....              | 508   | 50  | .....   | 150                                     | .....               | 708                   | 2  |
| Yates Academy.....                | 560   | .....   | .....   | .....                                   | 782                 | 1,342                 | .....  |
| Yates Polytechnic Institute.....  | 107   | .....   | .....   | .....                                   | .....               | 107                   | .....  |
|                                   | \$467,649                                     | \$56,812  | \$36,237  | \$14,391                                | 196,210             | \$771,299             | \$28,194   |

Containing a statement of the annual expenditures for 1867, for the year ending between the 15th of June and the 15th of September of said year, of the several Academies from which reports were received.

| NAMES OF ACADEMIES.               | Salaries or compensation of teachers. | Interest accrued during said year on debts due by academy. | Rent accrued during said year on property leased to academy. | Repairs of buildings or other non-durable property. | Fuel and all other incidental expenses. | Other annual expenditures. | Total annual expenditures. | Excess, if any, of annual expenditures over revenues. |
|-----------------------------------|---------------------------------------|--|--|---|---|----------------------------|----------------------------|---|
| Academy at Little Falls .....     | \$2,155                               | .....  | .....  | \$80  | \$292                                   | \$40                       | \$2,567                    | .....   |
| Academy of Dutchess County ..     | 3,498                                 | .....  | .....  | 254   | 348                                     | .....                      | 4,095                      | .....   |
| Albany Academy .....              | 10,078                                | .....  | .....  | 671   | 1,501                                   | .....                      | 12,245                     | \$1,149   |
| Albion Academy .....              | 2,375                                 | .....  | .....  | 69  | 42                                      | .....                      | 2,486                      | .....   |
| Alfred Academy .....              | 2,400                                 | .....  | .....  | .....   | 654                                     | .....                      | 3,054                      | .....   |
| Ames Academy .....                | .....                                 | .....  | .....  | 38  | 2                                       | .....                      | 40                         | 15  |
| Andea Collegiate Instituto .....  | .....                                 | .....  | .....  | .....   | .....                                   | .....                      | .....                      | .....   |
| Anglican Academy .....            | 1,000                                 | .....  | .....  | 66  | 525                                     | .....                      | 1,591                      | .....   |
| Antwerp Liberal Literary Inst. .. | 2,051                                 | .....  | .....  | 250   | 291                                     | 60                         | 2,652                      | .....   |
| Arcade Academy .....              | 1,641                                 | .....  | .....  | .....   | 107                                     | .....                      | 1,748                      | .....   |
| Argyle Academy .....              | 1,060                                 | .....  | .....  | .....   | 53                                      | .....                      | 1,113                      | .....   |
| Auburn Academic High School ..    | 2,569                                 | .....  | .....  | 3,500   | 190                                     | .....                      | 6,259                      | .....   |
| Augusta Academy .....             | 128                                   | .....  | .....  | .....   | 6                                       | .....                      | 134                        | .....   |
| Aurora Academy .....              | 871                                   | .....  | .....  | .....   | 40                                      | .....                      | 911                        | .....   |
| Baldwinsville Academy .....       | 2,000                                 | .....  | .....  | 250   | 162                                     | .....                      | 2,412                      | .....   |
| Batavia Union School .....        | 3,000                                 | .....  | .....  | 216   | 437                                     | 946                        | 4,599                      | .....   |



## ACADEMIES.

SCHEDULE No. 7—Continued.

| NAMES OF ACADEMIES.                | Salaries or compensation of teachers. | Interest accrued during said year on debts due by academy. | Rent accrued during said year on property leased to academy. | Repairs of buildings or other real property. | Rent and all other incidental expenses. | Other annual expenditures. | Total annual expenditures. | Excess, if any, of annual expenditures over revenues. |
|------------------------------------|---------------------------------------|--|--|--|---|----------------------------|----------------------------|---|
| Binghamton Academy.....            | \$2,881                               | .....  | .....  | \$30   | \$241                                   | \$517                      | \$3,669                    | .....   |
| Brookfield Academy.....            | 454                                   | .....  | .....  | .....  | 50                                      | 100                        | 604                        | \$50  |
| Brooklyn Coll. & Polytechnic Inst. | 38,850                                | 1,452  | .....  | 2,672  | 3,187                                   | 1,814                      | 47,975                     | .....   |
| Buffalo Central School.....        | 8,500                                 | .....  | .....  | 1,138  | 368                                     | 488                        | 10,494                     | .....   |
| Buffalo Female Academy.....        | 7,680                                 | 434  | .....  | 412  | 1,840                                   | 33                         | 9,899                      | .....   |
| Cambridge Washington Academy.      | 2,151                                 | 82   | .....  | 76   | 109                                     | 294                        | 2,712                      | 77  |
| Canajoharie Academy.....           | 584                                   | 133  | .....  | .....  | 150                                     | .....                      | 867                        | .....   |
| Canandaigua Academy.....           | 4,225                                 | .....  | .....  | 267  | 408                                     | 15                         | 4,915                      | .....   |
| Canton Academy.....                | 1,910                                 | .....  | .....  | 29   | 226                                     | .....                      | 2,165                      | .....   |
| Cary Collegiate Seminary.....      | 2,473                                 | 165  | .....  | 208  | 353                                     | 201                        | 3,400                      | .....   |
| Catskill Free Academy.....         | 1,700                                 | .....  | .....  | 175  | 75                                      | 10                         | 1,960                      | .....   |
| Cayuga Lake Academy.....           | 2,249                                 | .....  | .....  | 350  | 100                                     | .....                      | 2,699                      | .....   |
| Chamberlain Institute.....         | 2,875                                 | .....  | .....  | 107  | 295                                     | .....                      | 3,277                      | 236   |
| Champlain Academy.....             | 539                                   | .....  | .....  | 13   | 126                                     | 319                        | 997                        | 416   |
| Chester Academy.....               | 1,377                                 | 42   | .....  | 133  | 238                                     | 494                        | 2,284                      | 28  |
| Cincinnati Academy.....            | 1,639                                 | .....  | .....  | 345  | 138                                     | .....                      | 2,122                      | 79  |

|                                    |        |       |       |       |       |        |        |       |
|------------------------------------|--------|-------|-------|-------|-------|--------|--------|-------|
| Clarence Academy.....              | 1,351  | ..... | ..... | 66    | 120   | .....  | 1,537  | 38    |
| Claverack Acad. & Hud. River Inst. | 16,767 | 141   | ..... | 1,392 | 1,810 | 1,263  | 21,373 | ..... |
| Clinton Academy.....               | 532    | ..... | ..... | 56    | ..... | 69     | 657    | 47    |
| Clinton Grammar School.....        | 2,925  | ..... | ..... | 280   | 1,363 | .....  | 4,568  | ..... |
| Clinton Liberal Institute.....     | 4,274  | ..... | ..... | 3,248 | 5,386 | 11,215 | 24,123 | ..... |
| Corning Free Academy.....          | 2,241  | ..... | ..... | 599   | 504   | 544    | 3,888  | ..... |
| Cortland Academy.....              | 3,804  | ..... | ..... | 70    | 916   | .....  | 4,790  | 521   |
| Cortlandville Academy.....         | 4,128  | ..... | ..... | 200   | 425   | .....  | 4,753  | ..... |
| Coxsackie Academy.....             | 1,368  | ..... | ..... | 222   | 152   | .....  | 1,742  | ..... |
| Dansville Seminary.....            | 1,872  | 174   | ..... | 395   | ..... | .....  | 2,441  | ..... |
| Deaf and Dumb Institution.....     | .....  | ..... | ..... | ..... | ..... | .....  | .....  | ..... |
| Delaware Academy.....              | 1,807  | 77    | ..... | ..... | 6     | .....  | 1,890  | ..... |
| Delaware Literary Institute.....   | 2,480  | 236   | ..... | 199   | 743   | 269    | 3,927  | ..... |
| Deposit Academy.....               | 702    | ..... | ..... | ..... | 147   | 328    | 1,177  | ..... |
| De Ruyter Institute.....           | 2,300  | 70    | ..... | ..... | 244   | 200    | 2,814  | 399   |
| Dundee Academy.....                | 1,110  | ..... | ..... | 20    | 100   | .....  | 1,230  | ..... |
| East Bloomfield Academy.....       | 1,389  | ..... | ..... | 1,207 | 131   | .....  | 2,727  | ..... |
| East Genesee Conference Seminary   | 3,525  | 63    | ..... | ..... | 605   | .....  | 4,193  | 717   |
| Ellington Academy.....             | 949    | ..... | ..... | 97    | 50    | .....  | 1,096  | ..... |
| Elmira Free Academy.....           | 2,328  | ..... | ..... | 125   | 413   | 2,807  | 5,673  | ..... |
| Erasmus Hall Academy.....          | 2,247  | ..... | ..... | 300   | 73    | 558    | 3,178  | ..... |
| Evans Academy.....                 | 1,150  | ..... | ..... | 73    | 182   | 343    | 1,748  | 188   |
| Fairfield Academy.....             | 3,450  | 350   | ..... | 1,500 | 1,672 | 9,158  | 16,130 | ..... |
| Falley Seminary.....               | 7,105  | 167   | ..... | 435   | 460   | 188    | 8,295  | ..... |
| Forestville Free Academy.....      | 1,668  | ..... | ..... | 200   | 147   | 77     | 2,092  | 151   |
| Fort Covington Academy.....        | 1,029  | ..... | ..... | 25    | 75    | 641    | 1,770  | 103   |
| Fort Edward Collegiate Institute.. | 10,980 | ..... | ..... | 1,300 | 848   | .....  | 13,128 | 235   |

## ACADEMIES.

SCHEDULE No. 7—Continued.

| NAMES OF ACADEMIES.                | Salaries or compensation of teachers. | Interest accrued during said year on debts due by academy. | Rent accrued during said year on property leased to academy. | Repairs of buildings or other accrements to property. | Fuel and all other incidental expenses. | Other annual expenditures. | Total annual expenditures. | Excess, if any, of annual expenditures over revenue. |
|------------------------------------|---------------------------------------|--|--|---|---|----------------------------|----------------------------|--|
| Fort Plain Sem. & Fem. Col. Inst.  | \$1,255                               | ---  | ---  | \$54  | ---                                     | \$146                      | \$1,455                    | ---  |
| Franklin Academy, Malone           | 2,408                                 | \$21   | ---  | 52  | \$156                                   | 333                        | 2,970                      | \$141  |
| Franklin Academy, Prattsburg       | 1,236                                 | 134  | ---  | 23  | 144                                     | 40                         | 1,577                      | 25   |
| Fredonia Academy                   | 1,348                                 | 79   | ---  | 15  | 285                                     | ---                        | 1,727                      | 121  |
| Friends' Academy                   | 2,550                                 | ---  | ---  | 700   | 1,000                                   | 7,800                      | 12,050                     | 505  |
| Friendship Academy                 | 1,275                                 | ---  | ---  | 63  | 76                                      | 321                        | 1,735                      | ---  |
| Genesee Valley Seminary            | 2,069                                 | ---  | ---  | 12  | 223                                     | 4                          | 2,308                      | ---  |
| Genesee Wesleyan Seminary          | 8,251                                 | ---  | ---  | 1,906   | 1,844                                   | 1,614                      | 13,615                     | ---  |
| Genesee and Wyoming Seminary       | 746                                   | ---  | ---  | 260   | 50                                      | ---                        | 1,056                      | 156  |
| Genesee Academy                    | 2,102                                 | 496  | ---  | 91  | 1,130                                   | ---                        | 3,819                      | ---  |
| Geneva Classical and Union School  | 4,556                                 | ---  | ---  | 234   | 837                                     | ---                        | 5,627                      | ---  |
| Gilbertsville Acad. and Col. Inst. | 1,528                                 | ---  | ---  | ---   | 150                                     | ---                        | 1,678                      | ---  |
| Glen's Falls Academy               | 2,968                                 | 49   | ---  | 388   | 268                                     | 231                        | 3,904                      | ---  |
| Gloversville Union Seminary        | 3,060                                 | 332  | ---  | 150   | 516                                     | 238                        | 4,296                      | ---  |
| Gouverneur Wesleyan Seminary       | 2,279                                 | 9  | ---  | 252   | 413                                     | 288                        | 3,241                      | ---  |
| Grammar School of Madison Univ.    | 800                                   | ---  | ---  | ---   | 28                                      | 46                         | 874                        | ---  |
| Greenville Academy                 | 800                                   | ---  | ---  | 150   | 35                                      | 118                        | 1,103                      | 118  |
| Griffith Institute                 | 1,272                                 | ---  | ---  | 6   | 98                                      | ---                        | 1,376                      | ---  |
| Groton Academy                     | 1,465                                 | ---  | ---  | 75  | 335                                     | ---                        | 1,875                      | 11   |

|                                    |       |       |       |       |       |       |        |       |
|------------------------------------|-------|-------|-------|-------|-------|-------|--------|-------|
| Halfmoon Academy.....              | 1,516 | ..... | ..... | ..... | 110   | ..... | 1,626  | ..... |
| Hartford Academy.....              | 596   | ..... | 32    | ..... | 43    | 318   | 989    | ..... |
| Hartwick Seminary.....             | 1,467 | ..... | ..... | ..... | 224   | ..... | 1,691  | 41    |
| Holley Academy.....                | 806   | ..... | 23    | ..... | 82    | ..... | 911    | ..... |
| Hudson Academy.....                | 890   | ..... | ..... | ..... | 100   | 10    | 1,000  | ..... |
| Hungerford Collegiate Institute .. | 2,324 | 140   | 358   | ..... | 1,222 | 668   | 4,712  | ..... |
| Huntington Union School.....       | 1,750 | ..... | 100   | ..... | 100   | 209   | 2,150  | ..... |
| Ithaca Academy.....                | 3,365 | ..... | 273   | ..... | 725   | ..... | 4,363  | ..... |
| Jamestown Union Sch'l & C. Inst.   | 2,400 | ..... | ..... | ..... | ..... | ..... | 2,400  | ..... |
| Johnstown Academy.....             | 2,375 | 70    | ..... | ..... | 229   | ..... | 2,674  | ..... |
| Jonesville Academy.....            | 2,330 | ..... | 34    | ..... | 50    | ..... | 2,414  | ..... |
| Jordan Academy.....                | ..... | ..... | ..... | ..... | ..... | ..... | .....  | ..... |
| Keeseville Academy.....            | 1,122 | ..... | ..... | ..... | 151   | ..... | 1,273  | ..... |
| Kinderhook Academy.....            | 1,168 | ..... | 33    | ..... | 38    | ..... | 1,239  | 11    |
| Kingston Academy.....              | 2,550 | 350   | ..... | ..... | ..... | ..... | 2,900  | ..... |
| Knoxville Academy.....             | 455   | 25    | ..... | ..... | 125   | 18    | 623    | ..... |
| Lansingburgh Academy.....          | 3,661 | ..... | ..... | ..... | 20    | ..... | 3,681  | ..... |
| Lawrenceville Academy.....         | 2,305 | ..... | ..... | ..... | 148   | 61    | 2,514  | ..... |
| Leavenworth Institute.....         | 1,600 | ..... | 10    | ..... | 60    | ..... | 1,670  | 13    |
| Le Roy Academic Institute.....     | 4,260 | 280   | 2,000 | ..... | 663   | 4,877 | 12,080 | ..... |
| Liberty Normal Institute.....      | 1,318 | ..... | 134   | ..... | 126   | ..... | 1,578  | ..... |
| Lockport Union School.....         | 5,623 | 106   | 170   | ..... | 1,448 | 1,152 | 8,499  | ..... |
| Lowville Academy.....              | 2,584 | ..... | 140   | ..... | 509   | 61    | 3,294  | 24    |
| Lyons Union School.....            | ..... | ..... | ..... | ..... | ..... | ..... | .....  | ..... |
| Macedon Academy.....               | 1,700 | 38    | 116   | ..... | 261   | 54    | 2,169  | 56    |
| Manlius Academy.....               | 1,276 | ..... | 339   | ..... | 68    | ..... | 1,683  | 199   |
| Marion Collegiate Institute.....   | 1,120 | ..... | 18    | ..... | 181   | ..... | 1,319  | ..... |

## SCHEDULE No. 7—Continued.

| NAMES OF ACADEMIES.                        | Salaries or compensation of teachers. | Interest accrued during said year on debt due by academy. | Rent accrued during said year on property leased to academy. | Repairs of buildings or other academic property. | Fuel and all other incidental expenses. | Other annual expenditures. | Total annual expenditures. | Excess, if any, of annual expenditures over revenue. |
|--|---------------------------------------|---|--|--|---|----------------------------|----------------------------|--|
| Marshall Seminary of Easton . . . . .      | \$662                                 | —   | —  | \$12   | \$96                                    | \$100                      | \$870                      | —  |
| Mechanicville Academy . . . . .            | 4,217                                 | \$126   | —  | 262  | 23                                      | 100                        | 4,728                      | —  |
| Medina Academy . . . . .                   | 2,129                                 | —   | —  | —  | 109                                     | —                          | 2,238                      | —  |
| Mexico Academy . . . . .                   | 3,021                                 | 16  | —  | 137  | 255                                     | 383                        | 3,812                      | \$112  |
| Middlebury Academy . . . . .               | 1,421                                 | —   | —  | 16   | 106                                     | —                          | 1,542                      | 23   |
| Monroe Academy . . . . .                   | 500                                   | —   | —  | 75   | 38                                      | —                          | 613                        | —  |
| Montgomery Academy . . . . .               | 1,315                                 | 28  | —  | 79   | 100                                     | 63                         | 1,585                      | 51   |
| Monticello Academy . . . . .               | 2,760                                 | —   | —  | 380  | 529                                     | —                          | 3,669                      | —  |
| Moravia Institute . . . . .                | 897                                   | 10  | —  | 17   | 87                                      | —                          | 1,011                      | —  |
| Mount Morris Union School . . . . .        | 1,466                                 | —   | —  | 400  | 179                                     | 172                        | 2,217                      | —  |
| Mount Pleasant Academy . . . . .           | 6,514                                 | 534   | —  | 990  | 180                                     | —                          | 8,218                      | —  |
| Munro Collegiate Institute . . . . .       | 2,396                                 | —   | —  | 60   | 374                                     | —                          | 2,830                      | —  |
| Naples Academy . . . . .                   | 2,729                                 | —   | —  | 33   | 22                                      | —                          | 2,784                      | —  |
| Newark Union Free School . . . . .         | 3,597                                 | —   | —  | —  | 1,231                                   | —                          | 4,828                      | —  |
| New Berlin Academy . . . . .               | 1,469                                 | —   | —  | 15   | 152                                     | 100                        | 1,736                      | —  |
| New Paltz Academy . . . . .                | 1,718                                 | —   | —  | —  | 213                                     | —                          | 1,931                      | —  |
| New York Central Academy . . . . .         | 1,329                                 | 44  | —  | —  | 100                                     | —                          | 1,475                      | 46   |
| New York Conf. Sem. & Col. Inst. . . . .   | 950                                   | —   | —  | 350  | 250                                     | 1,100                      | 2,650                      | 804  |
| North Granville Ladies' Seminary . . . . . | 5,279                                 | —   | —  | 1,279  | 16,458                                  | 500                        | 23,616                     | —  |

|                                     |        |       |       |       |       |        |       |
|-------------------------------------|--------|-------|-------|-------|-------|--------|-------|
| Norwich Academy .....               | 2,432  | 48    | 115   | 332   | 175   | 3,102  | ..... |
| Ogdensburgh Educational Inst. ..    | 1,300  | ..... | ..... | 200   | ..... | 1,500  | ..... |
| Olean Academy .....                 | 857    | ..... | 8     | 108   | 38    | 1,011  | ..... |
| Oneida Seminary .....               | 3,821  | 213   | 23    | 45    | 1,121 | 5,223  | 418   |
| Oneida Conference Seminary .....    | 5,193  | 32    | 286   | 1,145 | 777   | 7,433  | 65    |
| Onondaga Academy .....              | 2,636  | 154   | 348   | 450   | ..... | 3,588  | ..... |
| Ontario Female Seminary .....       | 5,528  | ..... | 326   | 563   | 111   | 6,528  | ..... |
| Oswego High School .....            | 2,750  | ..... | ..... | 550   | ..... | 3,300  | ..... |
| Owego Academy .....                 | 3,123  | ..... | 26    | 205   | 16    | 3,370  | ..... |
| Oxford Academy .....                | 2,730  | ..... | ..... | 207   | 250   | 3,187  | ..... |
| Packer Collegiate Institute .....   | 27,246 | ..... | 2,795 | 2,947 | 4,524 | 37,512 | ..... |
| Palmyra Classical & Union School .. | 2,600  | ..... | 181   | 476   | 79    | 3,336  | 132   |
| Palatine Bridge Union Free School   | 473    | ..... | 119   | 55    | 17    | 664    | 54    |
| Peekskill Academy .....             | 4,850  | 460   | 2,627 | 14    | ..... | 7,961  | ..... |
| Penfield Seminary .....             | 966    | 5     | 117   | 53    | 20    | 1,161  | 8     |
| Penn Yan Academy .....              | 3,503  | ..... | 328   | 156   | 483   | 4,470  | 163   |
| Perry Academy .....                 | 2,494  | ..... | ..... | 389   | ..... | 2,883  | ..... |
| Phelps Union and Classical School   | 2,537  | ..... | 454   | 478   | 457   | 3,926  | ..... |
| Phipps Union Seminary .....         | 3,000  | ..... | ..... | 122   | 300   | 3,422  | ..... |
| Pike Seminary .....                 | 1,567  | ..... | ..... | 217   | ..... | 1,784  | ..... |
| Plattsburg Academy .....            | 1,260  | ..... | ..... | 94    | 8     | 1,362  | ..... |
| Pompey Academy .....                | 777    | ..... | 57    | 61    | ..... | 895    | ..... |
| Port Byron Free School & Acad'y     | 2,554  | ..... | 52    | 605   | 289   | 3,500  | ..... |
| Prospect Academy .....              | 360    | 8     | 122   | 49    | 53    | 587    | ..... |
| Pulaski Academy .....               | 2,200  | ..... | 106   | 376   | 500   | 3,182  | ..... |
| Red Creek Union Seminary .....      | 3,000  | ..... | 90    | 301   | ..... | 3,391  | ..... |
| Rochester Free Academy .....        | 3,700  | ..... | 300   | 200   | ..... | 4,200  | ..... |

## SCHEDULE No. 7—Continued.

| NAMES OF ACADEMIES.             | Salaries or compensation of teachers. | Interest accrued during said year on debts due by academy. | Rent accrued during said year on property leased to academy. | Repairs of buildings or other academic property. | Fuel and all other incidental expenses. | Other annual expenditures. | Total annual expenditures. | Excess, if any, of annual expenditures over revenues. |
|---------------------------------|---------------------------------------|--|--|--|---|----------------------------|----------------------------|---|
| Rogersville Union Seminary..... | \$1,102                               | .....  | .....  | .....  | 127                                     | 17                         | \$1,246                    | .....   |
| Rome Academy.....               | 2,692                                 | \$63   | .....  | 97   | 542                                     | .....                      | 3,194                      | .....   |
| Rural Seminary.....             | 1,271                                 | .....  | .....  | 100  | 99                                      | .....                      | 1,470                      | .....   |
| Rushford Academy.....           | 1,237                                 | .....  | .....  | 437  | 160                                     | .....                      | 1,834                      | .....   |
| St. Lawrence Academy.....       | 2,485                                 | 40   | .....  | .....  | 344                                     | 30                         | 2,899                      | .....   |
| Sauquoit Academy.....           | 1,848                                 | 10   | .....  | 1,500  | 155                                     | 541                        | 4,054                      | .....   |
| Schenectady Union School.....   | 10,671                                | 87   | .....  | 586  | 2,807                                   | .....                      | 14,151                     | .....   |
| Schoharie Academy.....          | 1,119                                 | .....  | .....  | 500  | 349                                     | 49                         | 2,017                      | \$843   |
| Seneca Falls Academy.....       | 793                                   | .....  | .....  | 38   | 56                                      | .....                      | 887                        | .....   |
| Sodus Academy.....              | 1,257                                 | .....  | .....  | 77   | 95                                      | .....                      | 1,429                      | .....   |
| Spencertown Academy.....        | 639                                   | .....  | .....  | 13   | 63                                      | 100                        | 815                        | 96  |
| S. S. Seward Institute.....     | 1,597                                 | .....  | \$100  | .....  | .....                                   | .....                      | 2,922                      | .....   |
| Starkey Seminary.....           | 1,907                                 | .....  | .....  | 85   | 172                                     | 164                        | 2,328                      | 435   |
| Syracuse High School.....       | .....                                 | .....  | .....  | .....  | .....                                   | .....                      | .....                      | .....   |
| Troy Academy.....               | 2,950                                 | .....  | .....  | 69   | 407                                     | 53                         | 3,479                      | .....   |
| Troy Female Seminary.....       | 8,676                                 | .....  | .....  | 500  | 1,000                                   | 20                         | 10,196                     | 783   |
| Troy High School.....           | 3,269                                 | .....  | .....  | 285  | 235                                     | 859                        | 4,648                      | .....   |
| Trumansburgh Academy.....       | 1,596                                 | .....  | .....  | 33   | 131                                     | .....                      | 1,760                      | .....   |
| Unadilla Academy.....           | 1,137                                 | .....  | .....  | 21   | 82                                      | .....                      | 1,240                      | .....   |

EXPENDITURES.

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|                              |         |         |       |          |          |          |         |          |        |     |     |
|------------------------------|---------|---------|-------|----------|----------|----------|---------|----------|--------|-----|-----|
| Union Academy of Belleville  | 4,352   | ---     | ---   | ---      | 1,164    | 550      | ---     | ---      | 6,066  | --- | --- |
| Union Hall Academy           | ---     | 193     | ---   | ---      | 826      | 760      | ---     | ---      | 1,779  | --- | 635 |
| Union Village Academy        | 2,426   | ---     | ---   | ---      | 80       | 96       | ---     | ---      | 2,602  | --- | --- |
| Utica Academy                | 4,400   | ---     | ---   | ---      | ---      | 335      | ---     | 13,704   | 18,439 | --- | --- |
| Vernon Academy               | 480     | ---     | ---   | ---      | ---      | 50       | ---     | ---      | 530    | --- | --- |
| Wallkill Academy             | 2,711   | 70      | ---   | ---      | 215      | 150      | ---     | ---      | 3,146  | --- | --- |
| Walton Academy               | 1,874   | ---     | ---   | ---      | 97       | 80       | ---     | ---      | 2,051  | --- | --- |
| Walworth Academy             | 1,002   | 24      | ---   | ---      | 394      | 107      | ---     | ---      | 1,527  | --- | 370 |
| Warrensburgh Academy         | 1,496   | ---     | ---   | ---      | 25       | 125      | ---     | ---      | 1,646  | --- | 2   |
| Warsaw Union School          | 1,534   | ---     | ---   | ---      | 25       | 50       | ---     | ---      | 1,609  | --- | --- |
| Warwick Institute            | 1,500   | 43      | 5     | ---      | 28       | ---      | ---     | 107      | 1,683  | --- | --- |
| Washington Academy           | 1,203   | ---     | ---   | ---      | ---      | ---      | ---     | ---      | 1,203  | --- | --- |
| Waterloo Union School        | 3,478   | ---     | 78    | ---      | 409      | 710      | ---     | 408      | 5,083  | --- | --- |
| Watertown High School        | 2,945   | ---     | ---   | ---      | 68       | 622      | ---     | ---      | 3,635  | --- | --- |
| Watkins Academy              | 1,462   | 235     | ---   | ---      | 11       | 358      | ---     | ---      | 2,066  | --- | 234 |
| Waverly Institute            | 1,999   | ---     | ---   | ---      | 100      | 326      | ---     | ---      | 2,425  | --- | --- |
| Webster Academy              | 611     | ---     | ---   | ---      | 2        | 88       | ---     | ---      | 701    | --- | --- |
| Westfield Academy            | 2,672   | ---     | ---   | ---      | 58       | 162      | ---     | ---      | 2,892  | --- | 61  |
| West Winfield Academy        | 2,724   | ---     | ---   | ---      | 25       | 218      | ---     | ---      | 2,967  | --- | --- |
| Whitestown Seminary          | 5,922   | ---     | ---   | ---      | ---      | 3,875    | ---     | 250      | 10,047 | --- | 519 |
| Whitney's Point Union School | 1,017   | ---     | ---   | ---      | ---      | 89       | ---     | 300      | 1,400  | --- | --- |
| Wilson Collegiate Institute  | 877     | ---     | ---   | ---      | 157      | 124      | ---     | ---      | 1,158  | --- | --- |
| Windsor Academy              | 604     | ---     | ---   | ---      | 65       | 37       | ---     | ---      | 706    | --- | --- |
| Yates Academy                | 640     | ---     | ---   | ---      | 750      | 70       | ---     | ---      | 1,460  | --- | 118 |
| Yates Polytechnic Institute  | 107     | ---     | ---   | ---      | ---      | ---      | ---     | ---      | 107    | --- | --- |
|                              | 523,121 | \$8,070 | \$208 | \$54,218 | \$89,403 | \$79,927 | 754,947 | \$11,842 |        |     |     |



SCHEDULE No. 8,

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Containing a statement of all moneys appropriated to Academies, from the Literature Fund, by the Regents of the University, for the purchase of books and philosophical apparatus for the use of such academies, pursuant to the act of the Legislature relative to the distribution and application of the revenue of said fund, passed April 22d, 1834; such appropriation having been made to such academies only as had themselves raised by contribution, from sources other than their own corporate property, funds equal to the amount so appropriated, to be expended in the same manner.

ACADEMIES.

| When granted.      | NAMES OF ACADEMIES.             | Amount granted. | Total.   |
|--------------------|---------------------------------|-----------------|----------|
| Feb. 28, 1845----  | Academy at Little Falls-----    | \$250 00        | \$395 00 |
| March 1, 1848----  | do-----                         | 103 00          |          |
| Feb. 28, 1855----  | do-----                         | 42 00           |          |
| Feb. 28, 1856----  | Academy of Dutchess County----- | -----           | 250 00   |
| March 31, 1837---- | Albany Academy-----             | \$250 00        |          |
| Feb. 28, 1849----  | do-----                         | 150 00          |          |
| Dec. 2, 1850----   | do-----                         | 35 00           | 935 00   |
| Feb. 25, 1853----  | do-----                         | 250 00          |          |
| Feb. 24, 1854----  | do-----                         | 250 00          |          |
| Jan. 19, 1836----  | Albany Female Academy-----      | \$250 00        | 1,000 00 |
| Feb. 28, 1837----  | do-----                         | 250 00          |          |
| May 6, 1838----    | do-----                         | 250 00          |          |
| Jan. 21, 1858----  | do-----                         | 250 00          |          |

|                |                        |          |          |
|----------------|------------------------|----------|----------|
| July 1, 1835   | Albany Female Seminary | \$250 00 |          |
| March 31, 1837 | do                     | 250 00   |          |
| March 6, 1838  | do                     | 250 00   |          |
| Feb. 28, 1849  | do                     | 180 00   | 930 00   |
| May 18, 1841   | Albion Academy         | \$150 00 |          |
| Feb. 28, 1845  | do                     | 250 00   |          |
| Jan. 9, 1863   | do                     | 25 00    | 425 00   |
| March 21, 1843 | Alfred Academy         | \$200 00 |          |
| March 7, 1846  | do                     | 200 00   |          |
| March 1, 1848  | do                     | 250 00   |          |
| March 25, 1853 | do                     | 250 00   |          |
| Jan. 13, 1859  | do                     | 250 00   |          |
| Jan. 13, 1865  | do                     | 154 93   | 1,304 93 |
| May 15, 1837   | Amenia Seminary        | \$100 00 |          |
| Jan. 29, 1839  | do                     | 149 90   |          |
| Feb. 29, 1840  | do                     | 141 00   |          |
| April 13, 1842 | do                     | 220 00   |          |
| March 12, 1844 | do                     | 46 00    |          |
| May 28, 1847   | do                     | 250 00   |          |
| Jan. 21, 1858  | do                     | 100 00   |          |
| Feb. 29, 1840  | Ames Academy           | \$30 00  | 1,006 90 |
| Feb. 25, 1853  | do                     | 60 00    |          |
| Feb. 24, 1854  | do                     | 11 00    | 101 00   |

ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.      | NAMES OF ACADEMIES.                     | Amount granted. | Total.   |
|--------------------|---|-----------------|----------|
| April 15, 1842.... | Amsterdam Female Seminary.....          | \$250 00        | \$427 75 |
| May 28, 1847....   | do.....                                 | 47 75           |          |
| Jan. 13, 1859....  | do.....                                 | 130 00          |          |
| Jan. 9, 1863....   | Angelica Academy.....                   | -----           | 25 00    |
| Jan. 31, 1862....  | Antwerp Liberal Literary Institute..... | \$126 00        |          |
| Jan. 9, 1863....   | do.....                                 | 75 00           |          |
| Jan. 13, 1865....  | do.....                                 | 50 00           | 251 00   |
| May 18, 1841....   | Argyle Academy.....                     | \$150 00        |          |
| Feb. 28, 1851....  | do.....                                 | 25 00           |          |
| Jan. 13, 1859....  | do.....                                 | 83 00           | 272 00   |
| Jan. 11, 1867....  | do.....                                 | 14 00           |          |
| March 12, 1844.... | Astoria Institute.....                  | -----           |          |
| March 6, 1838....  | Auburn Academy.....                     | \$125 00        | 250 00   |
| March 28, 1850.... | do.....                                 | 250 00          |          |
| Jan. 10, 1861....  | do.....                                 | 80 00           |          |
| Feb. 29, 1840....  | Auburn Female Seminary.....             | -----           | 455 00   |
| Anril 13, 1842.... | Augusta Academy.....                    | -----           |          |
|                    |   | \$250 00        | 250 00   |

|       |          |                        |          |        |
|-------|----------|------------------------|----------|--------|
| Jan.  | 8, 1857  | do                     | 35 00    | 285 00 |
| May   | 18, 1841 | Aurora Academy         | \$250 00 |        |
| Feb.  | 28, 1851 | do                     | 100 00   |        |
| Jan.  | 9, 1863  | do                     | 25 00    |        |
|       |          |                        |          | 375 00 |
| March | 12, 1844 | Avon Academy           | -----    | 151 00 |
| Feb.  | 28, 1845 | Ball Seminary          | \$214 00 |        |
| May   | 28, 1847 | do                     | 60 00    |        |
| March | 1, 1848  | do                     | 50 00    |        |
| Feb.  | 23, 1855 | do                     | 20 00    |        |
|       |          |                        |          | 344 00 |
| Jan.  | 31, 1862 | Batavia Union School   | \$125 00 |        |
| Jan.  | 9, 1863  | do                     | 250 00   |        |
| Jan.  | 13, 1865 | do                     | 100 00   |        |
| Jan.  | 12, 1866 | do                     | 100 00   |        |
| Jan.  | 9, 1868  | do                     | 100 00   |        |
|       |          |                        |          | 675 00 |
| March | 19, 1839 | Batavia Female Academy | -----    | 94 25  |
| April | 10, 1863 | Bethany Academy        | -----    | 55 00  |
| March | 21, 1843 | Binghamton Academy     | \$164 97 |        |
| March | 12, 1844 | do                     | 84 03    |        |
| March | 7, 1846  | do                     | 225 50   |        |
| Jan.  | 21, 1858 | do                     | 105 00   |        |
| Jan.  | 9, 1863  | do                     | 25 00    |        |
| Jan.  | 13, 1865 | do                     | 250 00   |        |
|       |          |                        |          | 854 50 |

ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.      | NAMES OF ACADEMIES.                                | Amount granted. | Total.     |
|--------------------|--|-----------------|------------|
| Mar. 15, 1839----  | Black River Literary and Religious Institute ----- | \$250 00        | \$571 00   |
| April 13, 1842---- | do -----   | 171 00          |            |
| Mar. 12, 1844----  | do -----   | 150 00          |            |
| April 13, 1842---- | Brockport Collegiate Institute -----               | \$250 00        | 858 95     |
| Feb. 28, 1850----  | do -----   | 210 00          |            |
| Feb. 24, 1854----  | do -----   | 250 00          |            |
| Jan. 13, 1860----  | do -----   | 75 00           |            |
| Jan. 12, 1866----  | do -----   | 73 95           |            |
| Mar. 1, 1848----   | Brookfield Academy -----                           | \$32 00         | Not drawn. |
| Feb. 28, 1849----  | do -----   | 13 00           |            |
| Feb. 28, 1850----  | do -----   | 27 00           |            |
| Feb. 28, 1856----  | do -----   | 175 00          |            |
| Jan. 11, 1867----  | do -----   | 50 00           | 297 00     |
| May 28, 1847----   | Brooklyn Female Academy-----                       | \$250 00        |            |
| Mar. 1, 1848----   | do -----   | 250 00          |            |
| Feb. 26, 1852----  | do -----   | 250 00          |            |
| Feb. 25, 1853----  | do -----   | 250 00          |            |

|                |   |          |          |
|----------------|---|----------|----------|
| Jan. 18, 1860  | Brooklyn Collegiate and Polytechnic Institute | 250 00   | 1,000 00 |
| Jan. 10, 1861  | do  | 250 00   | 250 00   |
| April 10, 1863 | do  | 250 00   | 100 00   |
| Jan. 13, 1865  | do  | 250 00   |          |
| Jan. 12, 1866  | Buffalo Central School                        |          |          |
| May 18, 1841   | Buffalo Literary and Scientific Academy       |          |          |
| Jan. 13, 1859  | Buffalo Female Academy                        | \$250 00 |          |
| Jan. 13, 1860  | do  | 96 71    |          |
| Jan. 9, 1863   | do  | 40 23    |          |
| April 10, 1863 | do  | 9 77     |          |
| Jan. 14, 1864  | do  | 140 00   |          |
| Jan. 13, 1865  | do  | 120 00   |          |
| Jan. 12, 1866  | do  | 100 00   | 756 71   |
| Feb. 29, 1840  | Cambridge W. Academy                          | \$125 00 |          |
| May 18, 1841   | do  | 50 00    |          |
| Feb. 25, 1853  | do  | 62 00    |          |
| Feb. 24, 1854  | do  | 110 00   |          |
| Jan. 8, 1857   | do  | 30 00    |          |
| Jan. 13, 1865  | do  | 18 00    |          |
| Jan. 9, 1868   | do  | 203 84   | 598 84   |
| Jan. 29, 1839  | Canajoharie Academy                           | \$63 00  |          |
| Feb. 29, 1840  | do  | 100 00   |          |
| May 28, 1847   | do  | 55 00    |          |
| Feb. 28, 1849  | do  | 21 00    |          |

SCHEDULE No. 8—Continued.

ACADEMIES.

| When granted.           | NAMES OF ACADEMIES.                       | Amount granted. | Total.   |
|-------------------------|---|-----------------|----------|
| Jan. 13, 1859 . . . . . | Canajoharie Academy (continued) . . . . . | \$100 00        | \$539 00 |
| Jan. 10, 1861 . . . . . | do . . . . .                              | 200 00          |          |
| Feb. 28, 1851 . . . . . | Canandaigua Academy . . . . .             | \$125 00        |          |
| Feb. 26, 1852 . . . . . | do . . . . .                              | 100 00          | 250 00   |
| Jan. 9, 1863 . . . . .  | do . . . . .                              | 25 00           |          |
| Feb. 29, 1840 . . . . . | Canton Academy . . . . .                  | \$85 00         |          |
| Feb. 28, 1861 . . . . . | do . . . . .                              | 86 00           | 407 95   |
| Feb. 24, 1854 . . . . . | do . . . . .                              | 17 45           |          |
| Feb. 23, 1855 . . . . . | do . . . . .                              | 12 00           |          |
| Jan. 10, 1861 . . . . . | do . . . . .                              | 63 50           |          |
| Jan. 14, 1864 . . . . . | do . . . . .                              | 144 00          |          |
| March 7, 1846 . . . . . | Cary Collegiate Institute . . . . .       | \$250 00        | 452 00   |
| Feb. 24, 1855 . . . . . | do . . . . .                              | 65 00           |          |
| Feb. 23, 1855 . . . . . | do . . . . .                              | 85 00           |          |
| Jan. 11, 1867 . . . . . | do . . . . .                              | 52 00           |          |

|       |          |                       |    |          |            |
|-------|----------|-----------------------|----|----------|------------|
| Feb.  | 2, 1857  | do                    | do | 250 00   | \$1,022 00 |
| Jan.  | 21, 1858 | do                    | do | 200 00   |            |
| Jan.  | 9, 1863  | do                    | do | 25 00    |            |
| April | 10, 1863 | do                    | do | 25 00    |            |
| Mar.  | 21, 1843 | Champlain Academy     |    | \$247 00 | 297 00     |
| Feb.  | 25, 1853 | do                    |    | 50 00    |            |
| Feb.  | 28, 1850 | Cherry Valley Academy |    | \$250 00 | 565 00     |
| Feb.  | 28, 1851 | do                    |    | 65 00    |            |
| Jan.  | 14, 1864 | do                    |    | 250 00   |            |
| May   | 28, 1847 | Chester Academy       |    | \$12 00  |            |
| Feb.  | 28, 1851 | do                    |    | 20 00    | 755 00     |
| Feb.  | 23, 1855 | do                    |    | 23 00    |            |
| Jan.  | 10, 1861 | do                    |    | 200 00   |            |
| Jan.  | 9, 1862  | do                    |    | 125 00   |            |
| Jan.  | 9, 1863  | do                    |    | 25 00    |            |
| April | 10, 1863 | do                    |    | 100 00   |            |
| Jan.  | 14, 1864 | do                    |    | 125 00   |            |
| Jan.  | 13, 1865 | do                    |    | 125 00   |            |
| July  | 13, 1858 | Cincinnati Academy    |    | \$60 00  | 274 00     |
| Jan.  | 9, 1862  | do                    |    | 72 00    |            |
| Jan.  | 9, 1863  | do                    |    | 25 00    |            |
| Jan.  | 12, 1866 | do                    |    | 117 00   |            |



ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.   | NAMES OF ACADEMIES.   | Amount granted.  | Total.   |
|---|---|--|--|
| July 1, 1835 ----<br>March 7, 1846 ----   | Clarkson Academy ----<br>do ----  | \$250 00<br>80 00  | \$330 00                                       |
| Feb. 29, 1840 ----<br>March 12, 1844 ----<br>Feb. 28, 1849 ----<br>Feb. 23, 1855 ----<br>Jan. 21, 1858 ----<br>Jan. 10, 1861 ----<br>Jan. 9, 1863 ----<br>April 10, 1863 ----<br>Jan. 12, 1866 ---- | Claverack Academy and Hudson River Institute ----<br>do<br>do<br>do<br>do<br>do<br>do<br>do<br>do<br>do | \$59 00<br>30 00<br>25 00<br>250 00<br>65 00<br>156 00<br>25 00<br>25 00<br>250 00 |  |
| Feb. 29, 1840 ----<br>Jan. 11, 1867 ----<br>Feb. 29, 1840 ----<br>Feb. 28, 1849 ----<br>Jan. 13, 1859 ----<br>Jan. 9, 1863 ----<br>April 10, 1863 ----  | Clermont Academy ----<br>Clinton Academy ----<br>Clinton Grammar School ----<br>do<br>do<br>do<br>do    | -----<br>-----<br>\$218 00<br>25 00<br>250 00<br>25 00<br>114 50                   | 885 00<br>51 00<br>36 00<br><br><br><br>632 50 |

|                |                        |          |          |
|----------------|------------------------|----------|----------|
| Feb. 28, 1850  | do                     | 250 00   | 737 75   |
| Feb. 24, 1854  | do                     | 72 00    |          |
| Jan. 13, 1859  | do                     | 50 00    |          |
| Jan. 13, 1865  | do                     | 14 25    |          |
| Jan. 9, 1868   | do                     | 101 50   |          |
| March 21, 1843 | Clinton Seminary       | \$68 41  | 168 41   |
| March 12, 1844 | do                     | 100 00   |          |
| April 1, 1852  | Clover Street Seminary | \$75 00  | 275 00   |
| Feb. 24, 1854  | do                     | 100 00   |          |
| Feb. 23, 1855  | do                     | 100 00   |          |
| Jan. 9, 1862   | Corning Free Academy   | \$50 00  | 75 00    |
| Jan. 9, 1863   | do                     | 25 00    |          |
| May 10, 1836   | Cortland Academy       | \$250 00 | 1,174 00 |
| Feb. 28, 1837  | do                     | 250 00   |          |
| March 6, 1838  | do                     | 250 00   |          |
| March 7, 1846  | do                     | 120 00   |          |
| April 11, 1853 | do                     | 100 00   |          |
| Jan. 13, 1859  | do                     | 150 00   |          |
| Jan. 9, 1863   | do                     | 25 00    |          |
| April 10, 1863 | do                     | 29 00    |          |
| March 21, 1843 | Cortlandville Academy  | \$150 00 |          |
| March 12, 1844 | do                     | 100 00   |          |

ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.       | NAMES OF ACADEMIES.                     | Amount granted. | Total.   |
|---------------------|---|-----------------|----------|
| Feb. 23, 1855.....  | Cortlandville Academy (continued) ..... | \$250 00        | \$574 12 |
| Jan. 10, 1851.....  | do .....                                | 54 12           |          |
| Jan. 12, 1866.....  | do .....                                | 20 00           |          |
| April 13, 1842..... | Coxsackie Academy .....                 | .....           | 25 00    |
| Jan. 13, 1850.....  | Dansville Seminary .....                | \$250 00        |          |
| Jan. 9, 1862.....   | do .....                                | 184 25          |          |
| Jan. 9, 1863.....   | do .....                                | 25 00           | 684 26   |
| April 10, 1863..... | do .....                                | 225 00          |          |
| March 21, 1843..... | De Lancey Institute .....               | .....           | 150 00   |
| April 13, 1842..... | Delaware Academy .....                  | \$250 00        |          |
| Feb. 28, 1850.....  | do .....                                | 250 00          |          |
| Jan. 10, 1861.....  | do .....                                | 48 19           |          |
| Jan. 31, 1862.....  | do .....                                | 250 00          | 798 19   |
| Jan. 9, 1868.....   | Deerpark Union School .....             | .....           |          |
| March 31, 1840..... | Delaware Literary Institute .....       | \$250 00        | 60 00    |
| Dec. 3, 1847.....   | do .....                                | 200 00          |          |
| Oct. 26, 1850.....  | do .....                                | 183 00          |          |
| Feb. 25, 1853.....  | do .....                                | 150 00          |          |
| Feb. 24, 1854.....  | do .....                                | 150 00          |          |

|       |          |                         |          |                    |
|-------|----------|-------------------------|----------|--------------------|
| Jan.  | 8, 1857  | do                      | 250 00   | 2,246 34<br>215 00 |
| Jan.  | 21, 1858 | do                      | 250 00   |                    |
| Jan.  | 13, 1859 | do                      | 50 00    |                    |
| Jan.  | 31, 1862 | do                      | 250 00   |                    |
| Jan.  | 14, 1864 | do                      | 75 00    |                    |
| Jan.  | 12, 1866 | do                      | 163 34   |                    |
| Jan.  | 11, 1867 | do                      | 125 00   |                    |
| Jan.  | 9, 1868  | do                      | 150 00   |                    |
| Jan.  | 9, 1868  | Deposit Academy         | -----    | 549 00<br>38 00    |
| May   | 6, 1838  | De Ruyter Institute     | \$250 00 |                    |
| March | 1, 1848  | do                      | 54 00    |                    |
| Feb.  | 28, 1849 | do                      | 245 00   | 825 00             |
| Jan.  | 14, 1864 | Dundee Academy          | -----    |                    |
| Feb.  | 29, 1840 | East Bloomfield Academy | \$250 00 |                    |
| March | 12, 1844 | do                      | 100 00   |                    |
| Feb.  | 28, 1850 | do                      | 50 00    |                    |
| Feb.  | 24, 1854 | do                      | 175 00   | 49 00              |
| Jan.  | 9, 1868  | do                      | 250 00   |                    |
| April | 11, 1853 | Ellington Academy       | \$19 00  | 216 19             |
| Jan.  | 9, 1863  | do                      | 30 00    |                    |
| May   | 18, 1841 | Elmira Academy          | \$100 00 |                    |
| Feb.  | 28, 1845 | do                      | 60 00    |                    |
| Feb.  | 28, 1850 | do                      | 56 19    |                    |

ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.  | NAMES OF ACADEMIES.                        | Amount granted. | Total.   |
|----------------|--|-----------------|----------|
| Jan. 11, 1867  | Elmira Free Academy                        | \$250 00        | \$500 00 |
| Jan. 9, 1868   | do   | 250 00          |          |
| Jan. 11, 1867  | Erasmus Hall Academy                       | -----           | 195 00   |
| April 13, 1842 | Essex County Academy                       | -----           | 50 00    |
| Jan. 12, 1866  | Evans Academy (formerly Peterboro Academy) | -----           | 22 50    |
| May 18, 1841   | Fairfield Academy                          | \$250 00        | 1,160 00 |
| Feb. 28, 1845  | do   | 50 00           |          |
| Feb. 28, 1849  | do   | 28 00           |          |
| Feb. 28, 1851  | do   | 50 00           |          |
| Feb. 26, 1852  | do   | 175 00          |          |
| Feb. 24, 1854  | do   | 40 00           |          |
| Feb. 2, 1857   | do   | 147 00          |          |
| Jan. 21, 1858  | do   | 130 00          |          |
| Jan. 13, 1859  | do   | 70 00           |          |
| Jan. 9, 1862   | do   | 220 00          |          |
| Feb. 28, 1850  | Falley Seminary                            | \$50 00         |          |
| Feb. 28, 1851  | do   | 250 00          |          |
| Feb. 28, 1856  | do   | 250 00          |          |
| Jan. 9, 1863   | do   | 25 00           |          |

|                |   |          |          |
|----------------|---|----------|----------|
| April 10, 1863 | do  | 225 00   | 800 00   |
| Feb. 29, 1840  | Farmers' Hall Academy                                       | \$40 00  |          |
| March 12, 1844 | do  | 75 00    |          |
| Feb. 5, 1839   | Fayetteville Academy  | \$250 00 | 115 00   |
| Oct. 26, 1850  | do  | 53 50    |          |
| March 7, 1846  | Fonda Academy   | -----    | 303 50   |
| Feb. 29, 1840  | Fort Covington Academy                                      | \$118 00 | 165 00   |
| Jan. 12, 1866  | do  | 16 50    |          |
| Jan. 12, 1866  | Fort Edward Collegiate Inst. (formerly Washington Co. Sem.) | \$50 00  | 134 50   |
| Jan. 9, 1868   | do  | 7 16     |          |
| Jan. 13, 1859  | Fort Plain Seminary   | -----    | 57 16    |
| Feb. 24, 1854  | Franklin Academy, Malone                                    | -----    | 250 00   |
| July 1, 1835   | Fredonia Academy  | -----    | 100 00   |
| Feb. 28, 1837  | do  | \$250 00 |          |
| Feb. 28, 1851  | do  | 250 00   |          |
| Feb. 24, 1854  | do  | 100 00   |          |
| Feb. 28, 1856  | do  | 56 00    |          |
| Feb. 2, 1857   | do  | 60 00    |          |
| Jan. 21, 1858  | do  | 78 00    |          |
| Jan. 13, 1859  | do  | 20 00    |          |
| Jan. 9, 1863   | do  | 20 00    |          |
| April 10, 1863 | do  | 25 00    |          |
|                |   | 225 00   | 1,084 00 |

## ACADEMIES.

## SCHEDULE No. 8—Continued.

| When granted. | NAMES OF ACADEMIES.          | Amount granted. | Total.   |
|---------------|------------------------------|-----------------|----------|
| Jan. 11, 1867 | Friends' Academy             | -----           | \$250 00 |
| Oct. 14, 1858 | Friendship Academy           | \$30 00         |          |
| Jan. 11, 1867 | do                           | 134 40          | 164 40   |
| Mar. 15, 1839 | Fulton Female Seminary       | \$100 00        |          |
| Feb. 29, 1840 | do                           | 65 00           | 165 00   |
| May 10, 1836  | Gaines Academy               | \$183 00        |          |
| Feb. 29, 1840 | do                           | 53 00           | 236 00   |
| Feb. 12, 1839 | Galway Academy               | -----           | 250 00   |
| May 28, 1847  | Genesee and Wyoming Seminary | \$115 00        |          |
| Feb. 28, 1851 | do                           | 153 00          |          |
| Feb. 26, 1852 | do                           | 30 00           |          |
| Jan. 12, 1866 | do                           | 20 00           |          |
| Jan. 13, 1860 | Genesee Conference Seminary  | -----           | 318 00   |
| Jan. 9, 1863  | Genesee Valley Seminary      | -----           | 177 72   |
| Feb. 12, 1839 | Genesee Wesleyan Seminary    | -----           | 80 00    |
| May 18, 1841  | do                           | \$250 00        |          |
| Mar. 12, 1844 | do                           | 250 00          |          |
| May 28, 1847  | do                           | 120 00          |          |
|               |                              | 250 00          |          |

|       |          |  |          |          |
|-------|----------|--|----------|----------|
| Feb.  | 28, 1851 | do   | 250 00   | 1,386 00 |
| Mar.  | 4, 1852  | do   | 250 00   |          |
| Jan.  | 9, 1863  | do   | 16 00    |          |
| Feb.  | 26, 1852 | Genesee Academy                                | \$100 00 | 220 00   |
| Mar.  | 5, 1857  | do   | 120 00   |          |
| Feb.  | 24, 1854 | Geneva Union School                            | \$150 00 | 164 25   |
| Jan.  | 13, 1865 | do   | 14 25    |          |
| May   | 28, 1847 | Genoa Academy                                  | \$150 00 | 160 00   |
| Feb.  | 28, 1849 | do   | 10 00    |          |
| April | 13, 1842 | Gilbertsville Academy and Collegiate Institute | \$250 00 | 355 00   |
| Feb.  | 28, 1851 | do   | 25 00    |          |
| Feb.  | 23, 1855 | do   | 50 00    |          |
| Jan.  | 10, 1861 | do   | 30 00    |          |
| April | 13, 1842 | Glen's Falls Academy                           | \$250 00 | 364 00   |
| Mar.  | 8, 1858  | do   | 100 00   |          |
| Jan.  | 13, 1865 | do   | 14 00    |          |
| Jan.  | 13, 1859 | Gloversville Union Seminary                    | \$250 00 | 421 72   |
| Jan.  | 13, 1860 | do   | 46 72    |          |
| Jan.  | 10, 1861 | do   | 75 00    |          |
| Jan.  | 9, 1862  | do   | 50 00    |          |



SCHEDULE No. 8—Continued.

ACADEMIES.

| When granted.            | NAMES OF ACADEMIES.                         | Amount granted. | Total.   |
|--------------------------|---|-----------------|----------|
| May 6, 1838 . . . . .    | Gouverneur High School . . . . .            | -----           | \$100 00 |
| May 18, 1841 . . . . .   | Gouverneur Wesleyan Seminary . . . . .      | \$100 00        |          |
| April 13, 1842 . . . . . | do . . . . .                                | 100 00          |          |
| Jan. 21, 1858 . . . . .  | do . . . . .                                | 80 00           |          |
| Jan. 14, 1864 . . . . .  | do . . . . .                                | 250 00          |          |
| Jan. 13, 1865 . . . . .  | do . . . . .                                | 100 00          |          |
| Jan. 12, 1866 . . . . .  | do . . . . .                                | 75 00           |          |
| Jan. 8, 1857 . . . . .   | Grammar School Madison University . . . . . | -----           | 705 00   |
| May 18, 1841 . . . . .   | Greenbush and Schodack Academy . . . . .    | \$5 00          | 250 00   |
| Feb. 28, 1849 . . . . .  | do . . . . .                                | 150 00          |          |
| March 21, 1843 . . . . . | Greenville Academy . . . . .                | \$50 00         | 165 00   |
| Feb. 28, 1850 . . . . .  | do . . . . .                                | 7 50            |          |
| Feb. 28, 1851 . . . . .  | do . . . . .                                | 20 00           |          |
| Feb. 26, 1852 . . . . .  | do . . . . .                                | 30 00           |          |
| Jan. 9, 1863 . . . . .   | do . . . . .                                | 25 00           |          |
| Jan. 11, 1867 . . . . .  | do . . . . .                                | 50 00           |          |
| Feb. 5, 1839 . . . . .   | Groton Academy . . . . .                    | \$250 00        | 182 50   |
| Feb. 25, 1853 . . . . .  | do . . . . .                                | 200 00          |          |

|       |          |  |          |        |
|-------|----------|--|----------|--------|
| Jan.  | 9, 1863  | do   | 25 00    |        |
| Jan.  | 14, 1864 | do   | 30 00    |        |
| April | 10, 1864 | do   | 125 00   | 630 00 |
| May   | 6, 1838  | Hamilton Academy   | \$250 00 |        |
| Feb.  | 5, 1839  | do   | 200 00   |        |
| March | 5, 1857  | do   | 236 50   |        |
| Jan.  | 21, 1858 | Hamilton Female Seminary   |          | 686 50 |
| Jan.  | 12, 1866 | Hartwick Seminary  |          | 250 00 |
| May   | 18, 1841 | Herkimer Academy   |          | 250 00 |
| Feb.  | 20, 1840 | Hobart Hall Institute  | \$65 00  | 150 00 |
| May   | 18, 1841 | do   | 150 00   |        |
| April | 4, 1851  | Hubbardsville Academy  |          | 215 00 |
| May   | 18, 1841 | Hudson Academy   |          | 100 00 |
| Jan.  | 11, 1867 | Hungerford Collegiate Institute  |          | 150 00 |
| Jan.  | 13, 1865 | Huntington Union School  | \$30 00  | 250 00 |
| Jan.  | 11, 1867 | do   | 75 00    |        |
| May   | 18, 1841 | Ingham University (Academical Dept.) formerly LeRoy Female Seminary, and Ingham Collegiate Institute | \$75 00  | 105 00 |
| Feb.  | 28, 1845 | do   | 75 00    |        |
| Feb.  | 28, 1849 | do   | 100 00   |        |
| Feb.  | 28, 1851 | do   | 100 00   |        |
| April | 1, 1852  | do   | 175 00   |        |
| Feb.  | 25, 1853 | do   | 100 00   |        |

ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.        | NAMES OF ACADEMIES.   | Amount granted. | Total.     |
|----------------------|---|-----------------|------------|
| Feb. 24, 1854 . . .  | Ingham University (Academical Dept.) formerly Le Roy Female Seminary, and Ingham Collegiate Institute . . . . . | \$150 00        | \$1,025 00 |
| April 10, 1863 . . . | do . . . . .  | 250 00          |            |
| Feb. 28, 1837 . . .  | Ithaca Academy . . . . .  | \$250 00        | 976 87     |
| Jan. 29, 1839 . . .  | do . . . . .  | 250 00          |            |
| March 7, 1846 . . .  | do . . . . .  | 151 00          |            |
| April 10, 1863 . . . | do . . . . .  | 222 05          |            |
| Jan. 14, 1864 . . .  | do . . . . .  | 103 82          |            |
| Oct. 14, 1858 . . .  | Jamestown Academy . . . . .   | -----           | 250 00     |
| Jan. 9, 1868 . . .   | Jamestown Union School and Coll. Inst. . . . .  | -----           | 250 00     |
| July 1, 1835 . . .   | Jefferson Academy . . . . .   | \$250 00        | 500 00     |
| April 26, 1836 . . . | do . . . . .  | 250 00          |            |
| March 1, 1848 . . .  | Jefferson County Institute . . . . .  | \$30 00         | 705 00     |
| Feb. 28, 1851 . . .  | do . . . . .  | 175 00          |            |
| Feb. 28, 1856 . . .  | do . . . . .  | 250 00          |            |
| Jan. 9, 1863 . . .   | do . . . . .  | 25 00           |            |
| April 10, 1863 . . . | do . . . . .  | 225 00          |            |

|       |          |                    |          |        |  |
|-------|----------|--------------------|----------|--------|--|
| Feb.  | 29, 1840 | Johnstown Academy  | \$100 00 |        |  |
| Feb.  | 28, 1856 | do                 | 80 00    |        |  |
| Jan.  | 13, 1859 | do                 | 100 00   |        |  |
| Jan.  | 13, 1860 | do                 | 185 00   | 465 00 |  |
| Jan.  | 21, 1858 | Jonesville Academy | \$100 00 |        |  |
| Jan.  | 9, 1863  | do                 | 25 00    | 125 00 |  |
| Feb.  | 28, 1845 | Jordan Academy     | \$250 00 |        |  |
| Feb.  | 28, 1849 | do                 | 47 50    |        |  |
| Feb.  | 25, 1853 | do                 | 57 00    |        |  |
| Jan.  | 9, 1863  | do                 | 25 00    |        |  |
| April | 10, 1863 | do                 | 50 00    |        |  |
| Jan.  | 13, 1865 | do                 | 75 00    |        |  |
| Jan.  | 13, 1860 | Keeseville Academy |          | 504 50 |  |
| Feb.  | 25, 1863 | Kinderhook Academy |          | 150 00 |  |
| May   | 18, 1841 | Kingsboro' Academy | \$92 00  | 150 00 |  |
| May   | 28, 1847 | do                 | 50 00    |        |  |
| March | 1, 1848  | do                 | 43 00    |        |  |
| Feb.  | 28, 1849 | do                 | 132 00   |        |  |
| Feb.  | 28, 1850 | do                 | 12 26    |        |  |
| Feb.  | 26, 1852 | do                 | 104 00   |        |  |
| Feb.  | 24, 1854 | do                 | 5 12     |        |  |
| Jan.  | 8, 1857  | do                 | 10 00    | 448 38 |  |

ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.      | NAMES OF ACADEMIES.            | Amount granted. | Total.   |
|--------------------|--------------------------------|-----------------|----------|
| Feb. 5, 1839----   | Kingston Academy-----          | \$110 00        | \$410 00 |
| March 7, 1846----  | do-----                        | 250 00          |          |
| Jan. 10, 1861----  | do-----                        | 50 00           |          |
| April 13, 1842---- | Knoxville Academy-----         | -----           | 118 00   |
| Feb. 29, 1840----  | Lansingburgh Academy-----      | \$125 00        | 322 00   |
| March 12, 1844---- | do-----                        | 100 00          |          |
| Jan. 13, 1860----  | do-----                        | 72 00           |          |
| Jan. 12, 1866----  | do-----                        | 25 00           |          |
| Jan. 12, 1866----  | Lawrenceville Academy-----     | \$75 00         | 125 00   |
| Jan. 11, 1867----  | do-----                        | 30 00           |          |
| Jan. 9, 1868----   | do-----                        | 20 00           |          |
| Jan. 9, 1863----   | Leavenworth Institute-----     | \$92 77         | 125 77   |
| Jan. 9, 1868----   | do-----                        | 33 00           |          |
| Jan. 13, 1865----  | Le Roy Academic Institute----- | -----           | 250 00   |
| Jan. 9, 1963----   | Liberal Normal Institute-----  | -----           | 25 00    |
| April 13, 1842---- | Livingston High School-----    | \$105 00        | 355 00   |
| March 12, 1844---- | do-----                        | 250 00          |          |

|       |          |                       |          |        |
|-------|----------|-----------------------|----------|--------|
| Feb.  | 25, 1853 | Lockport Union School | \$175 00 | 252 62 |
| Jan.  | 9, 1863  | do                    | 25 00    |        |
| Jan.  | 13, 1865 | do                    | 52 62    |        |
| July  | 1, 1835  | Lowville Academy      | \$112 00 | 639 42 |
| April | 13, 1842 | do                    | 50 00    |        |
| Feb.  | 28, 1850 | do                    | 100 00   |        |
| Jan.  | 13, 1860 | do                    | 65 00    |        |
| Jan.  | 31, 1862 | do                    | 50 00    |        |
| Jan.  | 9, 1863  | do                    | 25 00    |        |
| Jan.  | 14, 1864 | do                    | 55 00    |        |
| Jan.  | 11, 1867 | do                    | 182 42   |        |
| Feb.  | 23, 1845 | Macedon Academy       | \$104 00 | 470 00 |
| Feb.  | 23, 1855 | do                    | 110 00   |        |
| Feb.  | 23, 1856 | do                    | 60 00    |        |
| Jan.  | 21, 1858 | do                    | 125 00   |        |
| Jan.  | 9, 1862  | do                    | 31 00    |        |
| Jan.  | 9, 1863  | do                    | 25 00    |        |
| April | 10, 1863 | do                    | 15 00    |        |
| March | 15, 1839 | Manlius Academy       | \$134 00 | 200 75 |
| Feb.  | 28, 1850 | do                    | 25 00    |        |
| Feb.  | 24, 1854 | do                    | 25 50    |        |
| Jan.  | 13, 1860 | do                    | 16 25    |        |

## ACADEMIES.

## SCHEDULE No. 8—Continued.

| When granted.      | NAMES OF ACADEMIES.               | Amount granted. | Total.   |
|--------------------|-----------------------------------|-----------------|----------|
| Jan. 21, 1858----  | Marion Collegiate Institute.....  | \$250 00        | \$712 99 |
| Jan. 13, 1859----  | do .....                          | 250 00          |          |
| Jan. 10, 1861----  | do .....                          | 124 00          |          |
| March 18, 1862---- | do .....                          | 88 99           |          |
| Jan. 13, 1865----  | Marshall Seminary of Easton ..... | -----           | 27 42    |
| Jan. 14, 1864----  | Mayville Academy .....            | \$86 00         |          |
| Jan. 13, 1865----  | do .....                          | 15 25           | 101 25   |
| Jan. 9, 1863----   | Mechanicville Academy .....       | \$70 00         |          |
| Jan. 13, 1865----  | do .....                          | 75 00           | 145 00   |
| April 25, 1851---- | Medina Academy .....              | \$40 00         |          |
| Feb. 26, 1852----  | do .....                          | 100 00          |          |
| Jan. 9, 1863----   | do .....                          | 25 00           | 165 00   |
| Feb. 29, 1840----  | Mendon Academy .....              | -----           |          |
| Jan. 13, 1860----  | Mexico Academy .....              | \$250 00        |          |
| Jan. 13, 1865----  | do .....                          | 68 05           | 150 00   |
| Jan. 12, 1865----  | do .....                          | 250 00          |          |
| Jan. 11, 1867----  | do .....                          | 22 47           |          |

|      |          |                           |          |        |
|------|----------|---------------------------|----------|--------|
| Jan. | 9, 1868  | do                        | 108 53   | 699 05 |
| May  | 28, 1847 | Middlebury Academy        | \$100 00 |        |
| Jan. | 9, 1863  | do                        | 60 00    |        |
| May  | 18, 1841 | Millville Academy         |          | 160 00 |
| Mar. | 15, 1839 | Monroe Academy            | \$75 00  | 250 00 |
| Feb. | 29, 1840 | do                        | 70 00    |        |
| Jan. | 9, 1863  | do                        | 36 00    |        |
| Jan. | 9, 1862  | Montgomery Academy        |          | 181 00 |
| Mar. | 5, 1857  | Monticello Academy        | \$28 00  | 115 00 |
| Jan. | 13, 1859 | do                        | 30 63    |        |
| May  | 18, 1841 | Moravia Institute         | \$95 00  | 58 63  |
| Mar. | 12, 1844 | do                        | 80 00    |        |
| Jan. | 10, 1861 | do                        | 40 00    |        |
| Mar. | 18, 1862 | Mount Morris Union School | \$50 00  | 215 00 |
| Jan. | 9, 1863  | do                        | 16 00    |        |
| Jan. | 11, 1867 | do                        | 82 00    |        |
| Feb. | 5, 1839  | Mount Pleasant Academy    | \$250 00 | 148 00 |
| Feb. | 29, 1840 | do                        | 250 00   |        |
| May  | 18, 1841 | do                        | 250 00   |        |
| Jan. | 9, 1862  | do                        | 180 00   |        |
|      |          |                           |          | 930 00 |



ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.          | NAMES OF ACADEMIES.                   | Amount granted. | Total.   |
|------------------------|---------------------------------------|-----------------|----------|
| Feb. 23, 1855 . . . .  | Munroe Collegiate Institute . . . . . | \$250 00        | \$625 00 |
| Feb. 28, 1856 . . . .  | do . . . . .                          | 250 00          |          |
| Jan. 9, 1863 . . . .   | do . . . . .                          | 25 00           |          |
| Jan. 14, 1864 . . . .  | do . . . . .                          | 100 00          |          |
| Jan. 9, 1863 . . . .   | Naples Academy . . . . .              | \$250 00        | 640 00   |
| Jan. 14, 1864 . . . .  | do . . . . .                          | 250 00          |          |
| Jan. 9, 1868 . . . .   | do . . . . .                          | 140 00          |          |
| Jan. 19, 1868 . . . .  | Nassau Academy . . . . .              | -----           | 87 50    |
| April 10, 1863 . . . . | Newark Union School . . . . .         | \$91 18         |          |
| Jan. 14, 1864 . . . .  | do . . . . .                          | 250 00          |          |
| Jan. 13, 1865 . . . .  | do . . . . .                          | 119 52          |          |
| Jan. 12, 1866 . . . .  | do . . . . .                          | 250 00          | 710 70   |
| March 1, 1848 . . . .  | New Berlin Academy . . . . .          | \$62 00         |          |
| Jan. 11, 1867 . . . .  | do . . . . .                          | 69 11           | 131 11   |
| March 1, 1848 . . . .  | New Paltz Academy . . . . .           | \$15 00         |          |
| Feb. 23, 1855 . . . .  | do . . . . .                          | 80 00           |          |
| Jan. 21, 1858 . . . .  | do . . . . .                          | 100 00          |          |

|                |                                  |          |          |
|----------------|----------------------------------|----------|----------|
| Feb. 25, 1853  | New York Conference Seminary     | \$147 00 | 249 00   |
| March 8, 1858  | North Granville Ladies' Seminary | 24 25    | 250 00   |
| Jan. 31, 1862  | do                               |          |          |
| Jan. 12, 1866  | do                               | 250 00   |          |
|                |                                  |          | 421 25   |
| May 28, 1847   | North Salem Academy              | \$50 00  |          |
| Feb. 23, 1855  | do                               | 17 00    |          |
|                |                                  |          | 67 00    |
| March 12, 1844 | Norwich Academy                  | \$250 00 |          |
| Feb. 24, 1854  | do                               | 250 00   |          |
| April 10, 1863 | do                               | 250 00   |          |
| Jan. 13, 1865  | do                               | 80 00    |          |
|                |                                  |          | 830 00   |
| July 27, 1848  | Nunda Literary Institute         |          | 120 00   |
| Feb. 28, 1845  | Ogdensburgh Academy              | \$250 00 |          |
| Feb. 25, 1853  | do                               | 125 00   |          |
|                |                                  |          | 375 00   |
| Jan. 10, 1861  | Olean Academy                    |          | 78 00    |
| May 18, 1841   | Oneida Conference Seminary       | \$250 00 |          |
| April 13, 1842 | do                               | 250 00   |          |
| March 12, 1842 | do                               | 250 00   |          |
| May 28, 1847   | do                               | 250 00   |          |
| March 1, 1848  | do                               | 250 00   |          |
| Feb. 28, 1851  | do                               | 250 00   |          |
|                |                                  |          | 1,500 00 |

SCHEDULE No. 8—Continued.

| When granted.      | NAMES OF ACADEMIES.           | Amount granted. | Total.   |
|--------------------|-------------------------------|-----------------|----------|
| Jan. 10, 1861----  | Oneida Seminary -----         | \$75 00         | \$156 25 |
| Jan. 14, 1864----  | do -----                      | 42 00           |          |
| Jan. 13, 1865----  | do -----                      | 39 25           |          |
| Mar. 6, 1838 ----  | Oneida Institute -----        | -----           | 250 00   |
| May 28, 1847----   | Onondaga Academy -----        | \$60 00         |          |
| Feb. 28, 1849----  | do -----                      | 60 00           |          |
| Mar. 4, 1852----   | do -----                      | 25 65           |          |
| Mar. 18, 1862----  | do -----                      | 75 00           | 220 65   |
| Feb. 28, 1837----  | Ontario Female Seminary ----- | \$200 00        |          |
| Feb. 5, 1839----   | do -----                      | 20 00           |          |
| April 13, 1842---- | do -----                      | 30 00           |          |
| Feb. 28, 1849----  | do -----                      | 250 00          |          |
| Feb. 28, 1851----  | do -----                      | 50 00           |          |
| Feb. 26, 1852----  | do -----                      | 200 00          |          |
| Jan. 9, 1863----   | do -----                      | 25 00           |          |
| April 10, 1863---- | do -----                      | 25 00           | 800 00   |
| Mar. 18, 1862----  | Oswego High School -----      | \$100 00        |          |
| April 10, 1863---- | do -----                      | 25 00           | 125 00   |

|       |          |                                    |          |          |
|-------|----------|------------------------------------|----------|----------|
| July  | 1, 1835  | Ovid Academy                       | \$90 00  |          |
| Mar.  | 12, 1844 | do                                 | 129 00   |          |
| Feb.  | 25, 1853 | do                                 | 156 15   |          |
| Jan.  | 21, 1858 | do                                 | 50 00    | 425 15   |
| April | 6, 1849  | Oswego Academy                     | \$60 00  |          |
| Jan.  | 13, 1860 | do                                 | 135 00   |          |
| Mar.  | 18, 1862 | do                                 | 75 00    |          |
| Jan.  | 13, 1865 | do                                 | 200 00   | 470 00   |
| May   | 24, 1847 | Oxford Academy                     | \$250 00 |          |
| April | 17, 1854 | do                                 | *250 00  |          |
| Jan.  | 11, 1867 | do                                 | 250 00   | 750 00   |
| Feb.  | 20, 1857 | Packer Collegiate Institute        | \$250 00 |          |
| Jan.  | 21, 1858 | do                                 | 250 00   |          |
| Jan.  | 13, 1859 | do                                 | 250 00   |          |
| Jan.  | 9, 1862  | do                                 | 250 00   |          |
| April | 10, 1863 | do                                 | 250 00   | 1,250 00 |
| Jan.  | 12, 1866 | Palmyra Classical and Union School | -----    | 250 00   |
| Jan.  | 9, 1868  | Parnua Institute                   | -----    | 200 00   |
| Mar.  | 15, 1839 | Peekskill Academy                  | \$125 00 |          |
| Feb.  | 28, 1845 | do                                 | 13 00    |          |
| Feb.  | 24, 1854 | do                                 | 250 00   | 388 00   |

• By special law.

## ACADEMIES.

## SCHEDULE No. 8—Continued.

| When granted.      | NAMES OF ACADEMIES.                      | Amount granted. | Total.   |
|--------------------|--|-----------------|----------|
| Jan. 18, 1860..... | Penn Yan Academy .....                   | -----           | \$250 00 |
| Feb. 23, 1855..... | Perry Academy .....                      | -----           | 150 00   |
| Feb. 29, 1840..... | Phipps Union Seminary .....              | \$60 00         |          |
| Mar. 12, 1844..... | do .....                                 | 108 00          |          |
| May 28, 1847.....  | do .....                                 | 100 00          |          |
| Jan. 11, 1867..... | do .....                                 | 150 00          |          |
| Jun. 9, 1868.....  | do .....                                 | 100 00          |          |
|                    |  |                 | 518 00   |
| Jan. 13, 1865..... | Pike Seminary .....                      | \$22 40         |          |
| Jun. 12, 1866..... | do .....                                 | 47 71           |          |
|                    |  |                 | 70 11    |
| Jan. 10, 1839..... | Plattsburgh Academy .....                | -----           | 250 00   |
| Jan. 10, 1861..... | Port Byron Free School and Academy ..... | \$100 00        |          |
| Jan. 9, 1863.....  | do .....                                 | 87 50           |          |
| Jan. 11, 1867..... | do .....                                 | 135 00          |          |
|                    |  |                 | 322 50   |
| Feb. 29, 1840..... | Poughkeepsie Female Academy .....        | \$62 64         |          |
| Feb. 26, 1852..... | do .....                                 | 250 00          |          |
| Mar. 4, 1853.....  | do .....                                 | 245 85          |          |
| Oct. 14, 1858..... | do .....                                 | 200 00          |          |
|                    |  |                 | 758 49   |

|       |          |  |       |          |        |
|-------|----------|--|-------|----------|--------|
| Feb,  | 23, 1855 | Princetown Academy                                       | ----- | -----    | 250 00 |
| Feb.  | 26, 1852 | Prospect Academy   | ----- | -----    | 250 00 |
| Jan.  | 13, 1865 | Pulaski Academy  | ----- | -----    | 200 00 |
| June  | 23, 1851 | Randolph Academy Association (now Chamberlain Institute) | ----- | \$250 00 |        |
| Jan.  | 10, 1861 | do   | ----- | 50 00    |        |
|       |          |  |       |          | 300 00 |
| Mar.  | 7, 1846  | Red Creek Union Academy                                  | ----- | \$150 00 |        |
| May   | 28, 1847 | do   | ----- | 25 00    |        |
| Feb.  | 28, 1850 | do   | ----- | 45 00    |        |
| Jan.  | 13, 1860 | do   | ----- | 150 00   |        |
| Jan.  | 12, 1866 | do   | ----- | 180 00   |        |
|       |          |  |       |          | 550 00 |
| Feb.  | 29, 1840 | Red Hook Academy   | ----- | -----    | 50 00  |
| Feb.  | 28, 1845 | Rensselaerville Academy                                  | ----- | -----    | 65 00  |
| Feb.  | 28, 1850 | Rensselaer Institute                                     | ----- | \$250 00 |        |
| Feb.  | 26, 1852 | do   | ----- | 250 00   |        |
|       |          |  |       |          | 500 00 |
| July  | 1, 1835  | Rensselaer Oswego Academy                                | ----- | \$250 00 |        |
| May   | 18, 1841 | do   | ----- | 250 00   |        |
|       |          |  |       |          | 500 00 |
| May   | 18, 1841 | Rhinebeck Academy  | ----- | \$150 00 |        |
| April | 12, 1849 | do   | ----- | 100 00   |        |
| Feb.  | 28, 1851 | do   | ----- | 125 00   |        |
| Jan.  | 14, 1864 | Richburgh Academy  | ----- | -----    | 875 00 |
|       |          |  |       |          | 66 18  |

SCHEDULE No. 8—Continued.

ACADEMIES.

| When granted.   | NAMES OF ACADEMIES.   | Amount granted.              | Total.           |
|---|---|------------------------------|------------------|
| March 7, 1846.....<br>Feb. 25, 1858.....                        | Riga Academy .....<br>do .....  | \$150 00<br>250 00           | \$400 00         |
| March 12, 1844.....<br>Feb. 28, 1845.....<br>March 1, 1848..... | Rochester Collegiate Institute .....<br>do .....<br>do .....              | \$250 00<br>250 00<br>250 00 | 750 00           |
| Feb. 28, 1837.....<br>May 6, 1838.....                          | Rochester High School .....<br>do .....                                   | \$250 00<br>250 00           | 500 00           |
| Feb. 28, 1850.....<br>Jan. 14, 1864.....<br>Jan. 13, 1865.....  | Rome Academy.....<br>do .....<br>do .....                                 | \$250 00<br>25 00<br>250 00  | 525 00<br>250 00 |
| Feb. 2, 1857.....<br>Feb. 25, 1853.....<br>Feb. 24, 1854.....   | Rural Seminary.....<br>Rushford Academy.....<br>do .....                  | -----<br>\$105 00<br>250 00  | 355 00<br>250 00 |
| May 18, 1841.....<br>March 1, 1848.....<br>March 8, 1850.....   | Rutger's Female Institute .....<br>Sag Harbor Institute .....<br>do ..... | -----<br>\$75 00<br>50 00    | 250 00<br>125 00 |

|                |                                |          |          |
|----------------|--------------------------------|----------|----------|
| July 1, 1835   | <i>St. Lawrence Academy</i>    | \$150 00 | \$543 00 |
| March 1, 1848  | do                             | 140 00   |          |
| Feb. 28, 1851  | do                             | 28 00    |          |
| Jan. 13, 1860  | do                             | 200 00   |          |
| Jan. 9, 1863   | do                             | 25 00    |          |
| March 7, 1846  | Sand Lake Academy              | \$150 00 | 175 00   |
| March 1, 1848  | do                             | 25 00    |          |
| Jan. 11, 1867  | Sauquoit Academy               | \$185 00 | 247 94   |
| Jan. 9, 1868   | do                             | 62 94    |          |
| Feb. 29, 1840  | Schenectady Lyceum and Academy | \$50 00  | 142 00   |
| March 12, 1844 | do                             | 62 00    |          |
| Feb. 28, 1845  | do                             | 30 00    |          |
| March 15, 1839 | Schoharie Academy              | \$78 00  | 404 48   |
| March 12, 1844 | do                             | 115 00   |          |
| March 8, 1868  | do                             | 56 78    |          |
| Jan. 14, 1864  | do                             | 100 00   |          |
| Jan. 9, 1868   | do                             | 54 70    |          |
| March 7, 1846  | Schuylerville Academy          | \$27 00  | 197 16   |
| Feb. 28, 1849  | do                             | 8 00     |          |
| Feb. 28, 1856  | do                             | 112 16   |          |
| Jan. 9, 1863   | do                             | 50 00    |          |



SCHEDULE No. 8—Continued.

| When granted.           | NAMES OF ACADEMIES.                                    | Amount granted. | Total.   |
|-------------------------|--|-----------------|----------|
| Feb. 29, 1840 . . . . . | Seneca Falls Academy . . . . .                         | \$129 50        | \$239 50 |
| March 7, 1846 . . . . . | do . . . . .   | 110 00          |          |
| March 1, 1848 . . . . . | Seward Female Seminary . . . . .                       | -----           | 100 00   |
| Jan. 8, 1857 . . . . .  | Sodus Academy . . . . .                                | \$67 25         | 119 25   |
| Jan. 10, 1861 . . . . . | do . . . . .   | 27 00           |          |
| Jan. 12, 1866 . . . . . | do . . . . .   | 25 00           |          |
| Dec. 3, 1847 . . . . .  | Spencertown Academy . . . . .                          | \$156 30        | 206 30   |
| Jan. 12, 1866 . . . . . | do . . . . .   | 50 00           |          |
| Feb. 26, 1836 . . . . . | Springville Academy (now Griffith Institute) . . . . . | \$250 00        | 657 00   |
| Feb. 28, 1850 . . . . . | do . . . . .   | 128 00          |          |
| Jan. 9, 1863 . . . . .  | do . . . . .   | 29 00           |          |
| Jan. 13, 1865 . . . . . | do . . . . .   | 250 00          |          |
| March 1, 1848 . . . . . | Starkey Seminary . . . . .                             | \$250 00        | 657 00   |
| Feb. 28, 1851 . . . . . | do . . . . .   | 32 00           |          |
| Feb. 25, 1853 . . . . . | do . . . . .   | 20 00           |          |
| Feb. 28, 1856 . . . . . | do . . . . .   | 20 00           |          |
| Jan. 21, 1858 . . . . . | do . . . . .   | 30 00           |          |
| Jan. 10, 1861 . . . . . | do . . . . .   | 30 00           |          |

|                |                      |          |          |
|----------------|----------------------|----------|----------|
| Jan. 9, 1863   | do                   | 25 00    | 639 00   |
| April 10, 1863 | do                   | 25 00    |          |
| Jan. 14, 1864  | do                   | 125 00   |          |
| Jan. 11, 1867  | do                   | 82 00    |          |
| Feb. 12, 1839  | Stillwater Seminary  | \$250 00 |          |
| Feb. 29, 1840  | do                   | 150 00   |          |
| May 18, 1841   | do                   | 125 00   |          |
| Jan. 25, 1842  | do                   | 101 00   |          |
| March 24, 1848 | do                   | 100 00   | 826 00   |
| Feb. 28, 1850  | do                   | 100 00   |          |
| Jan. 13, 1859  | Susquehanna Seminary | -----    | 200 00   |
| March 15, 1839 | Syracuse Academy     | \$250 00 |          |
| April 13, 1842 | do                   | 206 00   | 456 00   |
| May 18, 1841   | Troy Academy         | \$250 00 |          |
| Jan. 14, 1864  | do                   | 150 00   |          |
| Jan. 11, 1867  | do                   | 80 60    |          |
| May 6, 1838    | Troy Female Seminary | \$250 00 | 480 60   |
| Feb. 29, 1840  | do                   | 250 00   |          |
| May 18, 1841   | do                   | 250 00   |          |
| April 13, 1842 | do                   | 250 00   |          |
| March 12, 1844 | do                   | 250 00   | 1,250 00 |

SCHEDULE No. 8—Continued.

ACADEMIES.

| When granted.        | NAMES OF ACADEMIES.                            | Amount granted. | Total.   |
|----------------------|--|-----------------|----------|
| Jan. 14, 1864 . . .  | Troy High School . . . . .                     | \$225 00        | \$475 00 |
| Jan. 11, 1867 . . .  | do . . . . .                                   | 250 00          |          |
| Jan. 31, 1862 . . .  | Trumansburgh Academy . . . . .                 | \$190 00        | 461 00   |
| Jan. 9, 1863 . . .   | do . . . . .                                   | 171 00          |          |
| Jan. 14, 1864 . . .  | do . . . . .                                   | 100 00          |          |
| Jan. 13, 1860 . . .  | Unadilla Academy . . . . .                     | \$27 60         | 99 60    |
| April 10, 1863 . . . | do . . . . .                                   | 72 00           |          |
| April 13, 1842 . . . | Union Literary Society of Ellisburgh . . . . . | \$75 00         | 629 19   |
| Feb. 38, 1850 . . .  | Union Literary Society . . . . .               | 250 00          |          |
| Jan. 21, 1858 . . .  | do . . . . .                                   | 175 00          |          |
| Jan. 10, 1861 . . .  | Union Academy, Belleville . . . . .            | 49 19           |          |
| Jan. 13, 1865 . . .  | do . . . . .                                   | 80 00           |          |
| May 28, 1847 . . .   | Union Village Academy . . . . .                | \$45 00         | 237 25   |
| March 24, 1848 . . . | do . . . . .                                   | 75 00           |          |
| Jan. 13, 1860 . . .  | do . . . . .                                   | 103 00          |          |
| Jan. 13, 1865 . . .  | do . . . . .                                   | 14 25           |          |

|                |                      |          |          |
|----------------|----------------------|----------|----------|
| July 4, 1835   | Utica Academy        | \$250 00 | 931 00   |
| Feb. 23, 1855  | do                   | 250 00   |          |
| Feb. 2, 1857   | do                   | 125 00   |          |
| April 10, 1863 | do                   | 56 00    |          |
| Jan. 9, 1868   | do                   | 250 00   |          |
| May 18, 1841   | Utica Female Academy | \$50 00  | 150 00   |
| Nov. 19, 1858  | do                   | 100 00   |          |
| March 19, 1839 | Vernon Academy       | \$250 00 | 565 00   |
| April 13, 1842 | do                   | 100 00   |          |
| Feb. 28, 1856  | do                   | 15 00    |          |
| Jan. 21, 1858  | do                   | 200 00   |          |
| March 7, 1846  | Wallkill Academy     | \$60 00  | 330 00   |
| March 1, 1848  | do                   | 20 00    |          |
| Jan. 10, 1861  | do                   | 250 00   |          |
| Feb. 23, 1855  | Walton Academy       | \$65 00  | \$470 50 |
| Jan. 21, 1858  | do                   | 189 00   |          |
| Jan. 10, 1861  | do                   | 90 00    |          |
| Jan. 9, 1863   | do                   | 75 00    |          |
| Jan. 9, 1868   | do                   | 51 50    |          |
| March 12, 1844 | Walworth Academy     | \$210 00 |          |
| Feb. 26, 1852  | do                   | 250 00   |          |

ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.  | NAMES OF ACADEMIES.                                 | Amount granted. | Total.   |
|----------------|---|-----------------|----------|
| Feb. 25, 1853  | Walworth Academy                                    | \$60 00         | \$545 00 |
| Jan. 9, 1863   | do  | 25 00           |          |
| Jan. 13, 1865  | Warrensburgh Academy                                | -----           | 44 56    |
| Feb. 23, 1855  | Warsaw Union School                                 | -----           | 120 00   |
| Jan. 9, 1863   | Warwick Institute                                   | \$46 50         | 119 50   |
| Jan. 12, 1866  | do  | 73 00           |          |
| Sept. 6, 1837  | Washington Academy                                  | \$60 00         | 526 00   |
| March 12, 1844 | do  | 163 00          |          |
| March 7, 1846  | do  | 100 00          |          |
| Feb. 28, 1851  | do  | 47 00           |          |
| April 10, 1863 | do  | 35 00           |          |
| Jan. 14, 1864  | do  | 105 00          |          |
| Jan. 12, 1866  | do  | 16 00           |          |
| Feb. 28, 1856  | Washington County Seminary and Collegiate Institute | \$180 05        | 127 43   |
| March 5, 1857  | do  | 86 10           |          |
| Jan. 21, 1858  | do  | -----           |          |
| Jan. 13, 1859  | do  | 64 59           |          |
| Jan. 14, 1864  | do  | 100 00          |          |

|                |   |          |        |
|----------------|---|----------|--------|
| Jan. 13, 1865  | do<br>(See Fort Edward Collegiate Institute). | 100 00   | 658 17 |
| March 15, 1839 | Waterford Academy                             | -----    | 100 00 |
| March 21, 1843 | Waterloo Academy                              | -----    | 250 00 |
| Jan. 9, 1863   | Waterloo Union School                         | \$25 00  |        |
| Jan. 13, 1865  | do  | 14 25    | 39 25  |
| Jan. 10, 1861  | Waverly Institute                             | \$130 00 |        |
| Jan. 9, 1868   | do  | 250 00   | 380 00 |
| Feb. 29, 1840  | Westfield Academy                             | \$200 00 |        |
| Feb. 28, 1850  | do  | 22 00    |        |
| Jan. 9, 1862   | do  | 20 00    |        |
| Jan. 9, 1863   | do  | 250 00   |        |
| Jan. 14, 1864  | do  | 65 00    |        |
| Jan. 13, 1865  | do  | 73 00    | 630 00 |
| Feb. 26, 1852  | West Winfield Academy                         | \$55 00  |        |
| Feb. 28, 1856  | do  | 250 00   |        |
| Feb. 2, 1857   | do  | 250 00   |        |
| Jan. 21, 1858  | do  | 250 00   |        |
| Jan. 9, 1862   | do  | 25 00    |        |
| March 7, 1846  | Wilson Collegiate Institute                   | \$250 00 | 830 00 |
| May 28, 1847   | do  | 126 33   |        |
| March 1, 1848  | do  | 106 27   |        |

## ACADEMIES.

SCHEDULE No. 8—Continued.

| When granted.       | NAMES OF ACADEMIES.                           | Amount granted. | Total.   |
|---------------------|---|-----------------|----------|
| March 28, 1849..... | Wilson Collegiate Institute (Continued) ..... | \$65 10         |          |
| Feb. 28, 1851.....  | do .....                                      | 50 31           |          |
| Jan. 9, 1862.....   | do .....                                      | 23 50           | \$621 51 |
| Feb. 28, 1851.....  | Windsor Academy .....                         | \$16 00         |          |
| Feb. 25, 1853.....  | do .....                                      | 23 00           |          |
| Feb. 23, 1855.....  | do .....                                      | 126 00          | 167 00   |
| Feb. 24, 1854.....  | Whitehall Academy .....                       | -----           | 179 00   |
| March 15, 1839..... | Whitesboro' Academy .....                     | \$50 00         |          |
| Feb. 29, 1840.....  | do .....                                      | 50 00           | 100 00   |
| March 7, 1846.....  | Whitestown Seminary .....                     | \$250 00        |          |
| March 1, 1848.....  | do .....                                      | 250 00          |          |
| Feb. 25, 1853.....  | do .....                                      | 9 00            |          |
| Feb. 24, 1854.....  | do .....                                      | 20 00           |          |
| Feb. 28, 1856.....  | do .....                                      | 250 00          |          |
| Jan. 8, 1857.....   | do .....                                      | 250 00          | 1,029 00 |
| March 21, 1843..... | Yates Academy .....                           | \$175 50        |          |
| March 7, 1846.....  | do .....                                      | 20 00           |          |

|                                |    |                                 |          |             |
|--------------------------------|----|---------------------------------|----------|-------------|
| March 24, 1848                 | do | .....                           | 250 00   |             |
| Feb. 28, 1850                  | do | .....                           | 75 00    | 520 50      |
| From which deduct, returned by |    |                                 |          | \$96,682 92 |
|                                |    | Riga Academy, 1854              | \$200 00 |             |
|                                |    | North Salem Academy, 1855       | 17 00    |             |
|                                |    | Brookfield Academy, 1856        | 175 00   |             |
|                                |    | Genesee Wesleyan Seminary, 1863 | 16 00    |             |
|                                |    | Medina Academy, 1863            | 25 00    |             |
|                                |    | Cherry Valley Academy, 1864     | 250 00   | 683 00      |
|                                |    |                                 |          | \$95,999 92 |



SUMMARY.

|                    | Am't of moneys<br>raised by aca-<br>demies. | Am't of moneys<br>granted by the<br>Regents. | To     |
|--------------------|---|--|--------|
| In the year 1835.. | \$1,852 00                                  | \$1,852 00                                   | \$3,   |
| do 1836..          | 1,183 00                                    | 1,183 00                                     | 2,     |
| do 1837..          | 2,110 00                                    | 2,110 00                                     | 4,     |
| do 1838..          | 2,475 00                                    | 2,475 00                                     | 4,     |
| do 1839..          | 4,049 15                                    | 4,049 15                                     | 8,     |
| do 1840..          | 3,597 14                                    | 3,597 14                                     | 7,     |
| do 1841..          | 4,337 00                                    | 4,337 00                                     | 8,     |
| do 1842..          | 3,373 00                                    | 3,373 00                                     | 6,     |
| do 1843..          | 1,455 88                                    | 1,455 88                                     | 2,     |
| do 1844..          | 3,423 03                                    | 3,423 03                                     | 6,     |
| do 1845..          | 1,861 00                                    | 1,861 00                                     | 3,     |
| do 1846..          | 2,708 50                                    | 2,708 50                                     | 5,     |
| do 1847..          | 2,602 38                                    | 2,602 38                                     | 5,     |
| do 1848..          | 2,900 27                                    | 2,900 27                                     | 5,     |
| do 1849..          | 1,534 60                                    | 1,534 60                                     | 3,     |
| do 1850..          | 2,979 45                                    | 2,978 45                                     | 5,     |
| do 1851..          | 2,532 31                                    | 2,532 31                                     | 5,     |
| do 1852..          | 2,669 65                                    | 2,669 65                                     | 5,     |
| do 1853..          | 3,119 00                                    | 3,119 00                                     | 6,     |
| do 1854..          | 2,926 07                                    | 2,926 07                                     | 5,     |
| do 1855..          | 2,500 00                                    | 2,500 00                                     | 5,     |
| do 1856..          | 2,452 21                                    | 2,452 21                                     | 4,     |
| do 1857..          | 2,712 85                                    | 2,712 85                                     | 5,     |
| do 1858..          | 4,240 21                                    | 4,240 21                                     | 8,     |
| do 1859..          | 2,798 22                                    | 2,798 22                                     | 5,     |
| do 1860..          | 2,500 00                                    | 2,500 00                                     | 5,     |
| do 1861..          | 2,500 00                                    | 2,500 00                                     | 5,     |
| do 1862..          | 2,500 00                                    | 2,500 00                                     | 5,     |
| do 1863..          | 5,500 00                                    | 5,500 00                                     | 11,    |
| do 1864..          | 3,000 00                                    | 3,000 00                                     | 6,     |
| do 1865..          | 3,291 00                                    | 3,291 00                                     | 6,     |
| do 1866..          | 3,000 00                                    | 3,000 00                                     | 6,     |
| do 1867..          | 3,000 00                                    | 2,000 00                                     | 6,     |
| do 1868..          | 3,000 00                                    | 3,000 00                                     | 6,     |
| Total .....        | \$96,682 92                                 | \$96,682 92                                  | \$193, |

The Regents are in possession of testimony, duly authenticated, showing that the whole of the foregoing amount has been devoted to the purchase of books and apparatus, with the following exceptions. Of the moneys raised and granted in the year :

|      |                          |       |          |
|------|--------------------------|-------|----------|
| 1835 | there is unaccounted for | ..... | None.    |
| 1836 | do                       | do    | \$217 16 |
| 1837 | do                       | do    | None.    |
| 1838 | do                       | do    | None.    |
| 1839 | do                       | do    | None.    |
| 1840 | do                       | do    | \$133 56 |
| 1841 | do                       | do    | None.    |
| 1842 | do                       | do    | \$11 00  |
| 1843 | do                       | do    | None.    |
| 1844 | do                       | do    | \$100 00 |
| 1845 | do                       | do    | None.    |
| 1846 | do                       | do    | None.    |
| 1847 | do                       | do    | None.    |
| 1848 | do                       | do    | \$2 70   |
| 1849 | do                       | do    | None.    |
| 1850 | do                       | do    | None.    |
| 1851 | do                       | do    | None.    |
| 1852 | do                       | do    | None.    |
| 1853 | do                       | do    | None.    |
| 1854 | do                       | do    | None.    |
| 1855 | do                       | do    | \$250 00 |
| 1856 | do                       | do    | None.    |
| 1857 | do                       | do    | None.    |
| 1858 | do                       | do    | None.    |
| 1859 | do                       | do    | None.    |
| 1860 | do                       | do    | None.    |
| 1861 | do                       | do    | None.    |
| 1862 | do                       | do    | None.    |
| 1863 | do                       | do    | None.    |
| 1864 | do                       | do    | None.    |
| 1865 | do                       | do    | \$15 25  |
| 1866 | do                       | do    | \$8 70   |
| 1867 | do                       | do    | \$449 32 |

But, as the above amounts have been suspended from the annual apportionments to the delinquent academies, the State sustains no

## SUMMARY.

|                    | Am't of moneys<br>raised by aca-<br>demies. | Am't of moneys<br>granted by the<br>Regents. | Total.       |
|--------------------|---|--|--------------|
| In the year 1835.. | \$1,852 00                                  | \$1,852 00                                   | \$3,704 00   |
| do 1836..          | 1,183 00                                    | 1,183 00                                     | 2,366 00     |
| do 1837..          | 2,110 00                                    | 2,110 00                                     | 4,220 00     |
| do 1838..          | 2,475 00                                    | 2,475 00                                     | 4,950 00     |
| do 1839..          | 4,049 15                                    | 4,049 15                                     | 8,098 30     |
| do 1840..          | 3,597 14                                    | 3,597 14                                     | 7,194 28     |
| do 1841..          | 4,337 00                                    | 4,337 00                                     | 8,674 00     |
| do 1842..          | 3,373 00                                    | 3,373 00                                     | 6,746 00     |
| do 1843..          | 1,455 88                                    | 1,455 88                                     | 2,911 76     |
| do 1844..          | 3,423 03                                    | 3,423 03                                     | 6,846 06     |
| do 1845..          | 1,861 00                                    | 1,861 00                                     | 3,722 00     |
| do 1846..          | 2,708 50                                    | 2,708 50                                     | 5,417 00     |
| do 1847..          | 2,602 38                                    | 2,602 38                                     | 5,204 76     |
| do 1848..          | 2,900 27                                    | 2,900 27                                     | 5,800 54     |
| do 1849..          | 1,534 60                                    | 1,534 60                                     | 3,069 20     |
| do 1850..          | 2,979 45                                    | 2,978 45                                     | 5,978 90     |
| do 1851..          | 2,532 31                                    | 2,532 31                                     | 5,064 62     |
| do 1852..          | 2,669 65                                    | 2,669 65                                     | 5,339 30     |
| do 1853..          | 3,119 00                                    | 3,119 00                                     | 6,238 00     |
| do 1854..          | 2,926 07                                    | 2,926 07                                     | 5,852 14     |
| do 1855..          | 2,500 00                                    | 2,500 00                                     | 5,000 00     |
| do 1856..          | 2,452 21                                    | 2,452 21                                     | 4,904 42     |
| do 1857..          | 2,712 85                                    | 2,712 85                                     | 5,425 70     |
| do 1858..          | 4,240 21                                    | 4,240 21                                     | 8,480 42     |
| do 1859..          | 2,798 22                                    | 2,798 22                                     | 5,596 44     |
| do 1860..          | 2,500 00                                    | 2,500 00                                     | 5,000 00     |
| do 1861..          | 2,500 00                                    | 2,500 00                                     | 5,000 00     |
| do 1862..          | 2,500 00                                    | 2,500 00                                     | 5,000 00     |
| do 1863..          | 5,500 00                                    | 5,500 00                                     | 11,000 00    |
| do 1864..          | 3,000 00                                    | 3,000 00                                     | 6,000 00     |
| do 1865..          | 3,291 00                                    | 3,291 00                                     | 6,582 00     |
| do 1866..          | 3,000 00                                    | 3,000 00                                     | 6,000 00     |
| do 1867..          | 3,000 00                                    | 3,000 00                                     | 6,000 00     |
| do 1868..          | 3,000 00                                    | 3,000 00                                     | 6,000 00     |
| Total .....        | \$96,682 92                                 | \$96,682 92                                  | \$193,365 84 |

The Regents are in possession of testimony, duly authenticated, showing that the whole of the foregoing amount has been devoted to the purchase of books and apparatus, with the following exceptions. Of the moneys raised and granted in the year :

|      |                          |          |          |
|------|--------------------------|----------|----------|
| 1835 | there is unaccounted for | .....    | None.    |
| 1836 | do                       | do ..... | \$217 16 |
| 1837 | do                       | do ..... | None.    |
| 1838 | do                       | do ..... | None.    |
| 1839 | do                       | do ..... | None.    |
| 1840 | do                       | do ..... | \$133 56 |
| 1841 | do                       | do ..... | None.    |
| 1842 | do                       | do ..... | \$11 00  |
| 1843 | do                       | do ..... | None.    |
| 1844 | do                       | do ..... | \$100 00 |
| 1845 | do                       | do ..... | None.    |
| 1846 | do                       | do ..... | None.    |
| 1847 | do                       | do ..... | None.    |
| 1848 | do                       | do ..... | \$2 70   |
| 1849 | do                       | do ..... | None.    |
| 1850 | do                       | do ..... | None.    |
| 1851 | do                       | do ..... | None.    |
| 1852 | do                       | do ..... | None.    |
| 1853 | do                       | do ..... | None.    |
| 1854 | do                       | do ..... | None.    |
| 1855 | do                       | do ..... | \$250 00 |
| 1856 | do                       | do ..... | None.    |
| 1857 | do                       | do ..... | None.    |
| 1858 | do                       | do ..... | None.    |
| 1859 | do                       | do ..... | None.    |
| 1860 | do                       | do ..... | None.    |
| 1861 | do                       | do ..... | None.    |
| 1862 | do                       | do ..... | None.    |
| 1863 | do                       | do ..... | None.    |
| 1864 | do                       | do ..... | None.    |
| 1865 | do                       | do ..... | \$15 25  |
| 1866 | do                       | do ..... | \$8 70   |
| 1867 | do                       | do ..... | \$449 32 |

But, as the above amounts have been suspended from the annual apportionments to the delinquent academies, the State sustains no loss.

*Containing abstracts from the Academic Reports for the academic year 1866-7, showing the number of teachers employed, the number of terms into which the academic year is divided, and the number of weeks of vacation in each year, with the frequency of exercises in elementary studies, and in composition and declamation.*

| NAMES OF ACADEMIES.                      |    | No. of teachers. | Male. | Female. | No. of teachers who intend to make teaching a profession. | No. of academic terms. | No. of weeks of vacation in each year. |
|--|----|------------------|-------|---------|---|------------------------|--|
| Academy at Little Falls .....            | 5  | 2                | 3     |         | 3   | 3                      | 10                                     |
| Academy of Dutchess County .....         | 5  | 4                | 1     |         | 5   | 4                      | 12                                     |
| Albany Academy .....                     | 13 | 11               | 2     |         | 10  | 4                      | 9                                      |
| Albion Academy .....                     | 6  | 3                | 3     |         | 3   | 3                      | 11                                     |
| Alfred University Acad. Dep't .....      | 7  | 4                | 3     |         | 5   | 3                      | 13                                     |
| Ames Academy .....                       | 2  | 1                | 1     |         | 1   | 3                      | 10                                     |
| Andes Collegiate Institute .....         | 6  | 3                | 3     |         |   | 3                      | 10                                     |
| Angelica Academy .....                   | 3  | 1                | 2     |         | 2   | 3                      | 10                                     |
| Antwerp Liberal Literary Institute ..... | 7  | 3                | 4     |         | 4   | 3                      | 12                                     |
| Arcade Academy .....                     | 3  | 1                | 2     |         | 2   | 3                      | 11                                     |
| Argyle Academy .....                     | 2  | 1                | 1     |         | 2   | 3                      | 10                                     |
| Attica Union School .....                | 6  | 1                | 5     |         | 6   | 3                      | 11                                     |
| Auburn Academic High School .....        | 4  | 2                | 2     |         | 3   | 3                      | 8                                      |
| Augusta Academy .....                    | 1  |                  | 1     |         |   | 3                      | 10                                     |
| Aurora Academy .....                     | 2  | 2                |       |         | 1   | 3                      | 10                                     |

|   |    |    |       |       |   |    |
|---|----|----|-------|-------|---|----|
| Baldwinsville Academy.....                          | 3  | 1  | 2     | 3     | 3 | 12 |
| Batavia Union School .....                          | 2  | 1  | 1     | 1     | 3 | 10 |
| Binghamton Academy .....                            | 6  | 2  | 4     | 6     | 3 | 10 |
| Brookfield Academy .....                            | 4  | 1  | 3     | 3     | 3 | 13 |
| Brooklyn Collegiate and Polytechnic Institute ..... | 25 | 25 | ..... | ..... | 4 | 12 |
| Buffalo Central School.....                         | 9  | 6  | 3     | 9     | 3 | 10 |
| Buffalo Female Academy .....                        | 12 | 5  | 7     | 8     | 4 | 12 |
| Cambridge Washington Academy .....                  | 5  | 1  | 4     | 4     | 3 | 10 |
| Canajoharie Academy .....                           | 4  | 2  | 2     | 3     | 3 | 10 |
| Canandaigua Academy.....                            | 8  | 7  | 1     | 4     | 3 | 10 |
| Canton Academy .....                                | 4  | 1  | 3     | 3     | 3 | 13 |
| Cary Collegiate Seminary .....                      | 7  | 3  | 4     | ..... | 3 | 12 |
| Catskill Free Academy .....                         | 3  | 1  | 2     | ..... | 3 | 9  |
| Cayuga Lake Academy .....                           | 4  | 2  | 2     | 2     | 3 | 10 |
| Chamberlain Institute .....                         | 6  | 2  | 4     | 5     | 3 | 10 |
| Champlain Academy .....                             | 3  | 1  | 2     | 2     | 3 | 12 |
| Chester Academy .....                               | 4  | 1  | 3     | ..... | 3 | 10 |
| Cincinnati Academy.....                             | 5  | 1  | 4     | 4     | 3 | 10 |
| Clarence Academy .....                              | 4  | 1  | 3     | 4     | 3 | 12 |
| Claverack Academy and Hudson River Institute.....   | 19 | 9  | 10    | 19    | 3 | 11 |
| Clinton Academy .....                               | 1  | 1  | ..... | ..... | 2 | 8  |
| Clinton Grammar School .....                        | 8  | 1  | 7     | ..... | 2 | 12 |
| Clinton Liberal Institute.....                      | 14 | 5  | 9     | 9     | 3 | 12 |
| Corning Free Academy .....                          | 4  | 1  | 3     | 2     | 3 | 10 |
| Cortland Academy .....                              | 6  | 3  | 3     | 6     | 3 | 10 |
| Cortlandville Academy .....                         | 6  | 2  | 4     | 3     | 3 | 10 |
| Coxsackie Academy .....                             | 4  | 2  | 2     | ..... | 3 | 10 |

## ACADEMIES.

SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.                                      | No. of teachers. | Male. | Female. | No. of teachers who intend to make teaching a profession. | No. of academic terms. | No. of weeks of vacation in each year. |
|--|------------------|-------|---------|---|------------------------|--|
| Danaville Seminary.....                                  | 4                | 2     | 2       | 3   | 3                      | 12                                     |
| Deaf and Dumb Institution.....                           | 7                | 4     | 3       | 2   | 3                      | 10                                     |
| Delaware Academy.....                                    | 7                | 5     | 2       | 4   | 3                      | 10                                     |
| Delaware Literary Institute.....                         | 3                | 1     | 2       | 2   | 3                      | 10                                     |
| Deposit Academy.....                                     | 7                | 2     | 5       | 3   | 3                      | 10                                     |
| Do Ruyter Institute.....                                 | 3                | 1     | 2       | 1   | 3                      | 10                                     |
| Dundee Academy.....                                      | 3                | 1     | 2       | 1   | 3                      | 10                                     |
| East Bloomfield Academy.....                             | 3                | 1     | 2       | 1   | 3                      | 10                                     |
| East Genesee Conference Seminary.....                    | 5                | 2     | 3       | 4   | 3                      | 12                                     |
| Ellington Academy.....                                   | 2                | 1     | 1       | 1   | 3                      | 10                                     |
| Elmira Free Academy.....                                 | 3                | 2     | 1       | 1   | 3                      | 12                                     |
| Erasmus Hall Academy.....                                | 4                | 2     | 2       | 3   | 4                      | 8                                      |
| Evans Academy.....                                       | 2                | 1     | 1       | 1   | 3                      | 12                                     |
| Fairfield Academy.....                                   | 9                | 6     | 3       | 5   | 3                      | 13                                     |
| Fulley Seminary.....                                     | 12               | 7     | 5       | 12  | 3                      | 18                                     |
| Forestville Free Academy.....                            | 3                | 2     | 1       | 2   | 3                      | 12                                     |
| Fort Covington Academy.....                              | 3                | 1     | 2       | 3   | 3                      | 10                                     |
| Fort Edward Collegiate Institute.....                    | 16               | 9     | 7       | 10  | 3                      | 13                                     |
| Fort Plain Seminary and Female Collegiate Institute..... | 6                | 3     | 3       | 1   | 3                      | 12                                     |

|   |    |   |       |       |       |       |   |    |
|---|----|---|-------|-------|-------|-------|---|----|
| Franklin Academy, Malone.....                       | 4  | 2 | 2     | 2     | 2     | 2     | 3 | 10 |
| Franklin Academy, Prattsburg.....                   | 4  | 2 | 2     | 2     | 3     | 3     | 3 | 10 |
| Fredonia Academy.....                               | 3  | 1 | 2     | 2     | 3     | 3     | 3 | 10 |
| Friends' Academy.....                               | 11 | 6 | 5     | 5     | ..... | ..... | 2 | 12 |
| Friendship Academy.....                             | 2  | 2 | ..... | ..... | ..... | ..... | 3 | 13 |
| Genesee Valley Seminary.....                        | 5  | 1 | 4     | 4     | 3     | 3     | 3 | 12 |
| Genesee Wesleyan Seminary.....                      | 11 | 6 | 5     | 5     | 9     | 3     | 3 | 13 |
| Genesee and Wyoming Seminary.....                   | 3  | 1 | 2     | 2     | 2     | 3     | 3 | 13 |
| Genesco Academy.....                                | 8  | 4 | 4     | 4     | 6     | 3     | 3 | 10 |
| Geneva Classical and Union School.....              | 15 | 3 | 12    | 13    | 10    | 3     | 3 | 10 |
| Gilbertsville Academy and Collegiate Institute..... | 4  | 1 | 3     | 4     | 10    | 3     | 3 | 10 |
| Glen's Falls Academy.....                           | 7  | 1 | 6     | 1     | 10    | 3     | 3 | 10 |
| Gloversville Union Seminary.....                    | 8  | 4 | 4     | 6     | 8     | 4     | 4 | 8  |
| Gouverneur Wesleyan Seminary.....                   | 7  | 2 | 5     | 4     | 12    | 3     | 3 | 12 |
| Grammar School of Madison University.....           | 4  | 4 | ..... | ..... | ..... | ..... | 3 | 12 |
| Greenville Academy.....                             | 1  | 1 | ..... | ..... | ..... | ..... | 3 | 10 |
| Griffith Institute.....                             | 5  | 1 | 4     | 4     | 10    | 3     | 3 | 10 |
| Groton Academy.....                                 | 7  | 4 | 3     | 6     | 10    | 3     | 3 | 10 |
| Halfmoon Academy.....                               | 5  | 2 | 3     | 4     | 10    | 3     | 3 | 10 |
| Hartford Academy.....                               | 2  | 1 | 1     | 1     | 14    | 3     | 3 | 14 |
| Hartwick Seminary.....                              | 2  | 2 | ..... | ..... | ..... | ..... | 3 | 12 |
| Holley Academy.....                                 | 2  | 1 | 1     | 1     | 17    | 3     | 3 | 17 |
| Hudson Academy.....                                 | 3  | 1 | 2     | 2     | 10    | 3     | 3 | 10 |
| Hungerford Collegiate Institute.....                | 10 | 5 | 5     | 5     | 13    | 3     | 3 | 13 |
| Huntington Union School.....                        | 3  | 2 | 1     | 1     | 8     | 4     | 4 | 8  |
| Ithaca Academy.....                                 | 5  | 3 | 2     | 2     | 10    | 3     | 3 | 10 |
| Jamestown Union School and Coll. Inst. ....         | 3  | 2 | 1     | 1     | 10    | 3     | 3 | 10 |



SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.              | No. of teachers. | Male. | Female. | No. of teachers who intend to make teaching a profession. | No. of academies. | No. of weeks of vacation in each year. |
|----------------------------------|------------------|-------|---------|---|-------------------|--|
| Johnstown Academy.....           | 5                | 1     | 4       | 4   | 4                 | 10                                     |
| Jonesville Academy.....          | 8                | 4     | 4       | 7   | 3                 | 12                                     |
| Keesoville Academy.....          | 3                | 1     | 2       | 2   | 3                 | 10                                     |
| Kinderhook Academy.....          | 3                | 1     | 2       | 3   | 2                 | 10                                     |
| Kingston Academy.....            | 3                | 1     | 2       | 3   | 3                 | 8                                      |
| Knoxville Academy.....           | 1                | 1     | .....   | 1   | 3                 | 10                                     |
| Lansingburgh Academy....         | 7                | 3     | 4       | 7   | 4                 | 12                                     |
| Lawrenceville Academy....        | 4                | 2     | 2       | 3   | 3                 | 10                                     |
| Leavenworth Institute.....       | 3                | 1     | 2       | 2   | 3                 | 10                                     |
| Le Roy Academic Institute ..     | 3                | 3     | 5       | 2   | 3                 | 12                                     |
| Liberty Normal Institute.....    | 9                | 4     | 5       | 8   | 4                 | 12                                     |
| Lockport Union School.....       | 12               | 3     | 9       | 10  | 3                 | 9                                      |
| Lowville Academy.....            | 5                | 3     | 2       | 1   | 3                 | 10                                     |
| Lyons Union School.....          | 14               | 4     | 10      | .....   | 3                 | 10                                     |
| Macedon Academy.....             | 3                | 2     | 1       | .....   | 3                 | 10                                     |
| Manlius Academy.....             | 3                | 1     | 2       | 1   | 3                 | 10                                     |
| Marathon Academy.....            | 3                | 1     | 2       | .....   | 3                 | 13                                     |
| Marion Collegiate Institute..... | 5                | 2     | 3       | 4   | 3                 | 10                                     |
| Maraball Seminary of Easton..... | 3                | 1     | 2       | 3   | 3                 | 10                                     |

|  |    |   |       |       |       |    |
|--|----|---|-------|-------|-------|----|
| Mechanicville Academy.....                           | 7  | 2 | 5     | 5     | 5     | 13 |
| Medina Academy.....                                  | 2  | 1 | 1     | 1     | 3     | 10 |
| Mexico Academy.....                                  | 6  | 3 | 3     | 3     | 3     | 10 |
| Middlebury Academy.....                              | 4  | 2 | 2     | 2     | 3     | 10 |
| Monroe Academy.....                                  | 1  | 1 | ..... | ..... | 3     | 10 |
| Montgomery Academy.....                              | 3  | 1 | 2     | 2     | 3     | 10 |
| Monticello Academy.....                              | 6  | 3 | 3     | 3     | 4     | 12 |
| Moravia Institute.....                               | 2  | 1 | 1     | ..... | 3     | 10 |
| Mount Morris Union School.....                       | 3  | 1 | 2     | ..... | 3     | 10 |
| Mount Pleasant Academy.....                          | 8  | 8 | ..... | 7     | 3     | 23 |
| Munro Collegiate Institute.....                      | 5  | 1 | 4     | 3     | 3     | 10 |
| Naples Academy.....                                  | 4  | 2 | 2     | 3     | 3     | 10 |
| Newark Union Free School.....                        | 9  | 2 | 7     | 8     | 3     | 9  |
| New Berlin Academy.....                              | 4  | 1 | 3     | 4     | 5     | 12 |
| New Paltz Academy.....                               | 5  | 1 | 4     | 5     | 3     | 10 |
| New York Central Academy.....                        | 4  | 1 | 3     | ..... | ..... | 10 |
| New York Conference Seminary and Collegiate Inst. .. | 8  | 3 | 5     | 6     | 3     | 13 |
| North Granville Ladies' Seminary.....                | 11 | 4 | 7     | 11    | 3     | 13 |
| Norwich Academy.....                                 | 5  | 2 | 3     | 5     | 3     | 10 |
| Ogdensburg Educational Institute.....                | 2  | 1 | 1     | ..... | 3     | 9  |
| Olean Academy.....                                   | 7  | 2 | 5     | 4     | 3     | 13 |
| Oneida Seminary.....                                 | 6  | 2 | 4     | 5     | 3     | 10 |
| Oneida Conference Seminary.....                      | 10 | 6 | 4     | 6     | 3     | 10 |
| Onondaga Academy.....                                | 6  | 1 | 5     | 6     | 3     | 10 |
| Oswego High School.....                              | 3  | 2 | 1     | 3     | 2     | 12 |
| Owego Academy.....                                   | 3  | 2 | 1     | 3     | 3     | 10 |
| Oxford Academy.....                                  | 6  | 3 | 3     | 5     | 3     | 10 |

SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.                          | No. of teachers. | Male. | Female. | No. of teachers<br>who intend to<br>make teaching<br>a profession. | No. of academic<br>terms. | Number of weeks<br>of vacation in<br>each year. |
|--|------------------|-------|---------|--|---------------------------|---|
| Packer Collegiate Institute . . . . .        | 31               | 4     | 27      | —  | 4                         | 12  |
| Palmyra Classical and Union School . . . . . | 5                | 2     | 3       | 5  | 4                         | 10  |
| Palatine Bridge Union Free School . . . . .  | 2                | 1     | 1       | 1  | 3                         | 10  |
| Peekskill Academy . . . . .                  | 9                | 9     | —       | 2  | 2                         | 10  |
| Penfield Seminary . . . . .                  | 3                | 1     | 2       | 3  | 3                         | 10  |
| Penn Yan Academy . . . . .                   | 6                | 3     | 3       | 5  | 3                         | 11  |
| Perry Academy . . . . .                      | 8                | 2     | 6       | 6  | 3                         | 13  |
| Phelps Union and Classical School . . . . .  | 8                | 1     | 7       | —  | 3                         | 10  |
| Phipps Union Seminary . . . . .              | 8                | 1     | 7       | 8  | 3                         | 12  |
| Pike Seminary . . . . .                      | 3                | 1     | 2       | 1  | 3                         | 11  |
| Plattsburg Academy . . . . .                 | 3                | 1     | 2       | 1  | 3                         | 11  |
| Pompey Academy . . . . .                     | 2                | 1     | 1       | 1  | 3                         | 10  |
| Port Byron Free School and Academy . . . . . | 6                | 1     | 5       | 6  | 3                         | 10  |
| Prospect Academy . . . . .                   | 2                | 1     | 1       | 2  | 3                         | 12  |
| Pulaski Academy . . . . .                    | 4                | 2     | 2       | 3  | 3                         | 10  |
| Red Creek Union Seminary . . . . .           | 6                | 2     | 4       | 5  | 3                         | 13  |
| Rochester Free Academy . . . . .             | 5                | 2     | 3       | 4  | 3                         | 13  |
| Rogersville Union Seminary . . . . .         | 5                | 2     | 3       | —  | 3                         | 13  |
| Rome Academy . . . . .                       | 5                | 2     | 3       | 4  | 3                         | 11  |

|                                   |    |     |     |     |     |   |    |
|-----------------------------------|----|-----|-----|-----|-----|---|----|
| Rural Seminary .....              | 6  |     | 2   | 4   | 2   | 3 | 10 |
| Rushford Academy.....             | 5  |     | 1   | 4   | --- | 3 | 13 |
| St. Lawrence Academy .....        | 8  |     | 3   | 5   | 6   | 3 | 10 |
| Sauquoit Academy .....            | 7  |     | 1   | 6   | 4   | 3 | 13 |
| Schenectady Union School .....    | 6  |     | 1   | 5   | 5   | 3 | 12 |
| Schoharie Academy .....           | 3  |     | 1   | 2   | 3   | 3 | 13 |
| Seneca Falls Academy .....        | 3  |     | 2   | 1   | --- | 3 | 13 |
| Sodus Academy .....               | 6  |     | 3   | 3   | --- | 3 | 9  |
| Spencertown Academy .....         | 3  |     | 2   | 1   | 1   | 3 | 10 |
| S. S. Seward Institute .....      | 3  |     | 3   | --- | --- | 2 | 12 |
| Starkey Seminary .....            | 8  |     | 4   | 4   | 5   | 3 | 10 |
| Syracuse High School .....        | 4  |     | 1   | 3   | --- | 3 | 12 |
| Troy Academy .....                | 3  |     | 2   | 1   | 2   | 3 | 12 |
| Troy Female Seminary .....        | 21 |     | 4   | 17  | 10  | 2 | 12 |
| Troy High School .....            | 6  |     | 4   | 2   | 6   | 2 | 8  |
| Trumansburgh Academy .....        | 4  |     | 1   | 3   | 4   | 3 | 10 |
| Unadilla Academy .....            | 3  |     | 1   | 2   | 2   | 3 | 10 |
| Union Academy of Belleville ..... | 10 |     | 5   | 5   | 4   | 3 | 12 |
| Union Hall Academy .....          | 9  |     | 3   | 6   | 7   | 3 | 10 |
| Union Village Academy .....       | 6  |     | 5   | 1   | 5   | 3 | 10 |
| Utica Academy .....               | 5  |     | 4   | 1   | 4   | 3 | 12 |
| Vernon Academy .....              | 1  | --- | --- | 1   | 1   | 3 | 10 |
| Wallkill Academy .....            | 3  | 2   | 2   | 1   | 2   | 3 | 10 |
| Walton Academy .....              | 4  | 2   | 2   | 2   | 1   | 3 | 10 |
| Walworth Academy .....            | 4  | 1   | 1   | 3   | 3   | 3 | 10 |
| Warrensburgh Academy .....        | 3  | 1   | 1   | 2   | 3   | 3 | 10 |
| Warsaw Union School .....         | 2  | 1   | 1   | 1   | 2   | 3 | 11 |

## ACADEMIES.

SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.               | No. of teachers. | Male. | Female. | No. of teachers who intend to make teaching a profession. | No. of academic terms. | No. of weeks of vacation in each year. |
|-----------------------------------|------------------|-------|---------|---|------------------------|--|
| Warwick Institute.....            | 3                | 1     | 2       | .....   | 3                      | 10                                     |
| Washington Academy.....           | 3                | 1     | 2       | 3   | 3                      | 10                                     |
| Waterloo Union School.....        | 10               | 2     | 8       | 10  | 3                      | 12                                     |
| Watertown High School.....        | 5                | 2     | 3       | .....   | 3                      | 12                                     |
| Watkins Academy.....              | 3                | 1     | 2       | .....   | 3                      | 10                                     |
| Waverly Institute.....            | 5                | 2     | 3       | .....   | 4                      | 8                                      |
| Webster Academy.....              | 2                | 1     | 1       | 1   | 3                      | 13                                     |
| Westfield Academy.....            | 3                | 1     | 2       | 3   | 3                      | 10                                     |
| West Winfield Academy.....        | 5                | 3     | 2       | 3   | 3                      | 10                                     |
| Whitehall Academy.....            | 12               | 5     | 7       | 5   | 3                      | 10                                     |
| Whitney's Point Union School..... | 4                | 1     | 3       | 3   | 3                      | 10                                     |
| Whitestown Seminary.....          | 12               | 5     | 7       | 5   | 3                      | 10                                     |
| Wilson Collegiate Institute.....  | 3                | 2     | 1       | 3   | 3                      | 10                                     |
| Windsor Academy.....              | 4                | 2     | 2       | 3   | 3                      | 10                                     |
| Yates Academy.....                | 2                | 1     | 1       | .....   | 3                      | 10                                     |
| Yates Polytechnic Institute.....  | 1                | ..... | 1       | 1   | 3                      | 13                                     |
|                                   | 1,081            | 471   | 610     | 621   |                        |  |

| NAMES OF ACADEMIES.                          | Exercises in<br>reading<br>every | Exercises in<br>spelling<br>every | Exercises in<br>writing<br>every | Exercises in<br>composition<br>every | Exercises in<br>declamation<br>every |
|--|----------------------------------|-----------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Academy at Little Falls.....                 | Day .....                        | Day .....                         | Day .....                        | 2 weeks ...                          | 2 weeks.                             |
| Academy of Dutchess County .....             | 2 days .....                     | 2 days .....                      | Day .....                        | 4 weeks ...                          | 4 weeks.                             |
| Albany Academy .....                         | 3 days .....                     | Day .....                         | Day .....                        | Week .....                           | Week.                                |
| Albion Academy .....                         | Day .....                        | Day .....                         | Day .....                        | 2 weeks ...                          | 2 weeks.                             |
| Alfred Univ'y Acad. Dep't .....              | 4 weeks .....                    | 4 weeks .....                     | 4 weeks .....                    | 4 weeks ...                          | 4 weeks.                             |
| Ames Academy .....                           | 2 weeks .....                    | 2 weeks .....                     | 2 weeks .....                    | 2 weeks ...                          | 2 weeks.                             |
| Andes Collegiate Institute .....             | 2 days .....                     | 2 days .....                      | Day .....                        | 3 weeks ...                          | 3 weeks.                             |
| Angelica Academy .....                       | Day .....                        | Day .....                         | Day .....                        | 2 weeks ...                          | 2 weeks.                             |
| Antwerp Liberal Literary Institute .....     | Day .....                        | Day .....                         | 2 days .....                     | 4 weeks ...                          | 4 weeks.                             |
| Arcade Academy .....                         | 2 days .....                     | 2 days .....                      | 3 days .....                     | 2 weeks ...                          | 2 weeks.                             |
| Argyle Academy .....                         | Day .....                        | Day .....                         | Day .....                        | 3 weeks ...                          | 3 weeks.                             |
| Attica Union School .....                    | 2 days .....                     | Day .....                         | Day .....                        | 2 weeks ...                          | 2 weeks.                             |
| Auburn Academic High School .....            | 2 days .....                     | 2 days .....                      | 2 days .....                     | 2 weeks ...                          | 2 weeks.                             |
| Augusta Academy .....                        | Day .....                        | Day .....                         | Day .....                        | 2 weeks ...                          | 2 weeks.                             |
| Aurora Academy .....                         | 2 days .....                     | 2 days .....                      | Day .....                        | 4 weeks ...                          | 4 weeks.                             |
| Baldwinsville Academy .....                  | Day .....                        | Day .....                         | Day .....                        | 2 weeks ...                          | 2 weeks.                             |
| Batavia Union School .....                   | 2 days .....                     | 2 days .....                      | .....                            | 2 weeks ...                          | 2 weeks.                             |
| Binghamton Academy .....                     | 2 days .....                     | 3 days .....                      | 3 days .....                     | 2 weeks ...                          | 2 weeks.                             |
| Brookfield Academy .....                     | Day .....                        | Day .....                         | Day .....                        | 2 weeks ...                          | 2 weeks.                             |
| Brooklyn Coll. and Polytech. Institute ..... | Week .....                       | .....                             | .....                            | 2 weeks ...                          | 2 weeks.                             |

SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.                     | Exercises in<br>reading<br>every | Exercises in<br>spelling<br>every | Exercises in<br>writing<br>every | Exercises in<br>composition<br>every | Exercises in<br>declamation<br>every |
|---|----------------------------------|-----------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Buffalo Central School.....             | .....                            | .....                             | .....                            | 2 weeks.....                         |                                      |
| Buffalo Female Academy.....             | Day .....                        | Day .....                         | 2 days .....                     | 2 weeks.....                         |                                      |
| Cambridge Washington Academy.....       | Day .....                        | Day .....                         | Day .....                        | 2 weeks.....                         | 2 weeks.                             |
| Canajoharie Academy .....               | Day .....                        | Day .....                         | Day .....                        | 2 weeks.....                         | 2 weeks.                             |
| Canandaigua Academy.....                | Day .....                        | 3 days .....                      | .....                            | 2 weeks.....                         | 2 weeks.                             |
| Canton Academy.....                     | 5 days .....                     | 5 days .....                      | 2 days .....                     | 3 weeks.....                         | 3 weeks.                             |
| Cary Collegiate Seminary.....           | 3 days .....                     | 3 days .....                      | 3 days .....                     | 2 weeks.....                         | Week.                                |
| Catskill Free Academy.....              | 2 days .....                     | 2 days .....                      | Day .....                        | 2 weeks.....                         | 2 weeks.                             |
| Cayuga Lake Academy.....                | .....                            | .....                             | .....                            | .....                                |                                      |
| Chamberlain Institute.....              | Day .....                        | Day .....                         | Day .....                        | 3 weeks.....                         | 3 weeks.                             |
| Champlain Academy.....                  | Day .....                        | Day .....                         | Day .....                        | 2 weeks.....                         | Week.                                |
| Chester Academy.....                    | Day .....                        | Day .....                         | Day .....                        | 2 weeks.....                         | 2 weeks.                             |
| Cincinnatus Academy.....                | 2 days .....                     | 2 days .....                      | 3 days .....                     | 2 weeks.....                         | 2 weeks.                             |
| Clarence Academy.....                   | Day .....                        | Day .....                         | Day .....                        | Week.....                            | Week.                                |
| Claverack Academy & Hudson River Inst.. | Day .....                        | 2 days .....                      | 2 days .....                     | 2 weeks.....                         | 2 weeks.                             |
| Clinton Academy.....                    | Day .....                        | Day .....                         | Day .....                        | 2 weeks.....                         | 2 weeks.                             |
| Clinton Grammar School.....             | Day .....                        | Day .....                         | Day .....                        | Week.....                            | Week.                                |
| Clinton Liberal Institute.....          | 2 days .....                     | 2 days .....                      | 2 days .....                     | 2 weeks.....                         | 2 weeks.                             |
| Corning Free Academy.....               | 2 days .....                     | 2 days .....                      | Day .....                        | 2 weeks.....                         | 2 weeks.                             |
| Cortland Academy.....                   | 2 weeks .....                    | 2 weeks .....                     | 2 weeks .....                    | 2 weeks.....                         | 2 weeks.                             |

|   |         |         |         |         |          |
|---|---------|---------|---------|---------|----------|
| Cortlandville Academy                   | 2 days  | Day     | Day     | 2 weeks | 2 weeks. |
| Coxsackie Academy                       | Day     | Day     | Day     | 2 weeks | 2 weeks. |
| Dansville Seminary                      | 2 days  | 2 days  | Day     | 4 weeks | 4 weeks. |
| Deaf and Dumb Institution               |         |         |         |         |          |
| Delaware Academy                        | Day     | Day     | Day     | 2 weeks | 2 weeks. |
| Delaware Literary Institute             | 10 days | 10 days | 10 days | 2 weeks | 2 weeks. |
| De Ruyter Institute                     | 2 weeks | 2 weeks | 2 weeks | 2 weeks | 2 weeks. |
| Dundee Academy                          | 2 days  | Day     | 2 days  | 3 weeks | 3 weeks. |
| East Bloomfield Academy                 | 2 days  | 2 days  | Day     | 2 weeks | 2 weeks. |
| East Genesee Conference Seminary        | 3 days  | 3 days  | 2 weeks | 2 weeks | 2 weeks. |
| Ellington Academy                       | Day     | Day     | Day     | 2 weeks | 2 weeks. |
| Elmira Free Academy                     | 2 days  | Day     | Day     | 2 weeks | 2 weeks. |
| Evans Academy                           | 2 days  | Day     | 3 days  | 4 weeks | 4 weeks. |
| Fairfield Academy                       | 3 weeks | 3 weeks | 3 weeks | 3 weeks | 3 weeks. |
| Falley Seminary                         | 3 weeks | 3 weeks | 3 weeks | 2 weeks | 2 weeks. |
| Forestville Free Academy                | Day     | 2 days  | 2 days  | 2 weeks | 2 weeks. |
| Fort Covington Academy                  | Day     | Day     | Day     | 2 weeks | 2 weeks. |
| Fort Edward Collegiate Institute        | Day     | 2 days  | 2 days  | 3 weeks | 3 weeks. |
| Fort Plain Seminary & Female Col. Inst. | Day     | Day     | Day     | 2 weeks | 2 weeks. |
| Franklin Academy, Malone                | Day     | Day     | Day     | 3 weeks | 3 weeks. |
| Franklin Academy, Prattsburg            | Week    | Day     | Day     | 2 weeks | 2 weeks. |
| Fredonia Academy                        | Day     | Day     |         | 2 weeks | 4 weeks. |
| Friends' Academy                        | 2 days  | 2 days  | Day     | 3 weeks | 3 weeks. |
| Friendship Academy                      | 2 days  | 2 days  | 2 days  | 2 weeks | 4 weeks. |
| Genesee Valley Seminary                 | Day     | Week    | Day     | 2 weeks | Week.    |
| Genesee Wesleyan Seminary               | Week    | Week    | Week    | 2 weeks | 2 weeks. |
| Genesee and Wyoming Seminary            | 2 days  | 2 days  | Day     | 2 weeks | 2 weeks. |



## SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.                        | Exercises in<br>reading<br>every | Exercises in<br>spelling<br>every | Exercises in<br>writing<br>every | Exercises in<br>composition<br>every | Exercises in<br>declamation<br>every |
|--|----------------------------------|-----------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Geneseo Academy .....                      | 2 days .....                     | 2 days .....                      | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Geneva Classical and Union School .....    | Day .....                        | Day .....                         | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Gilbertsville Academy and Coll. Inst. .... | Day .....                        | Day .....                         | Day .....                        | 3 weeks .....                        | 3 weeks.                             |
| Glen's Falls Academy .....                 | Day .....                        | 2 days .....                      | 2 days .....                     | 2 weeks .....                        | 3 weeks.                             |
| Gloversville Union Seminary .....          | Day .....                        | Day .....                         | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Gouverneur Wesleyan Seminary .....         | 2 weeks .....                    | 2 weeks .....                     | 2 weeks .....                    | 2 weeks .....                        | 2 weeks.                             |
| Grammar School of Madison University ..    | Week .....                       | Day .....                         | Day .....                        | 4 weeks .....                        | 4 weeks.                             |
| Greenville Academy .....                   | Day .....                        | Day .....                         | Day .....                        | 3 weeks .....                        | 3 weeks.                             |
| Griffith Institute .....                   | 2 days .....                     | 2 days .....                      | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Groton Academy .....                       | 2 days .....                     | Week .....                        | Week .....                       | 2 weeks .....                        | 2 weeks.                             |
| Halfmoon Academy .....                     | Day .....                        | Day .....                         | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Hartford Academy .....                     | .....                            | .....                             | .....                            | .....                                | .....                                |
| Hartwick Seminary .....                    | Day .....                        | Day .....                         | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Holley Academy .....                       | Day .....                        | Day .....                         | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Hudson Academy .....                       | Day .....                        | Day .....                         | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Hungerford Collegiate Institute .....      | Week .....                       | Week .....                        | Week .....                       | 2 weeks .....                        | 2 weeks.                             |
| Huntington Union School .....              | 3 days .....                     | 3 days .....                      | 3 days .....                     | 3 weeks .....                        | 3 weeks.                             |
| Ithaca Academy .....                       | Week .....                       | Week .....                        | 3 days .....                     | 4 weeks .....                        | 4 weeks.                             |
| Jamestown Union School and Coll. Inst. ..  | Day .....                        | 3 days .....                      | Day .....                        | 3 weeks .....                        | 3 weeks.                             |
| Johnstown Academy .....                    | Day .....                        | Day .....                         | Day .....                        | 2 weeks .....                        | 2 weeks.                             |
| Jonesville Academy .....                   | 2 days .....                     | 2 days .....                      | Day .....                        | 3 weeks .....                        | 3 weeks.                             |

|                             |        |        |        |         |          |
|-----------------------------|--------|--------|--------|---------|----------|
| Kingston Academy            | 3 days | 3 days | Day    | 3 days  | 4 weeks. |
| Knoxville Academy           | 2 days | Day    | Day    | 3 weeks | 3 weeks. |
| Lausingsburgh Academy       | 2 days | 2 days |        | 2 weeks | 2 weeks. |
| Lawrenceville Academy       | 3 days | Day    | 3 days | 3 weeks | 3 weeks. |
| Leavenworth Institute       | Day    | Day    | Day    | 4 weeks | 4 weeks. |
| Le Roy Academic Institute   | 2 days | Day    | Day    | Week    | Week.    |
| Liberty Normal Institute    | Day    | Day    | Day    | 2 weeks | 2 weeks. |
| Lockport Union School       | Day    | Day    | Day    | 3 weeks | 3 weeks. |
| Lowville Academy            | 2 days | 2 days | Day    | 2 weeks | 2 weeks. |
| Macedon Academy             | Day    | Day    | Day    |         |          |
| Manlius Academy             | 3 days | 2 days | Day    |         |          |
| Marathon Academy            |        |        | Day    |         |          |
| Marion Collegiate Institute | Week   | Week   | 2 days | 2 weeks | 2 weeks. |
| Marshall Seminary of Easton | Day    | Day    | 2 days | 2 weeks | 2 weeks. |
| Mechanicville Academy       | 2 days | 2 days | Day    | 3 weeks | 3 weeks. |
| Medina Academy              | Day    | Day    |        | 2 weeks | 2 weeks. |
| Mexico Academy              | Day    | Day    | Day    | 2 weeks | 2 weeks. |
| Middlebury Academy          | Week   | Day    | 2 days | 2 weeks | 2 weeks. |
| Monroe Academy              | Day    | Day    | Day    | 2 weeks | 2 weeks. |
| Montgomery Academy          | Day    | Day    | Day    | 2 weeks | 2 weeks. |
| Monticello Academy          | Day    | Day    | Day    | Week    | Week.    |
| Moravia Institute           | 2 days | 2 days | 3 days | 2 weeks |          |
| Mount Morris Union School   | Day    | Day    | Day    | 2 weeks | 2 weeks. |
| Munro Collegiate Institute  | Week   | Week   | Day    | 3 weeks | 3 weeks. |
| Naples Academy              | 2 days | 2 days | 2 days | 2 weeks | 2 weeks. |

## SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.                      | Exercises in<br>reading<br>every | Exercises in<br>spelling<br>every | Exercises in<br>writing<br>every | Exercises in<br>composition<br>every | Exercises in<br>declamation<br>every |
|--|----------------------------------|-----------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Newark Union Free School--               | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| New Berlin Academy .....                 | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| New Paltz Academy .....                  | Day .....                        | Day .....                         | Day .....                        | Day .....                            | 2 weeks.                             |
| New York Central Academy .....           | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| New York Conf. Sem. & Col. Inst. ....    | Day .....                        | Day .....                         | 2 days .....                     | 2 weeks----                          | 2 weeks.                             |
| Norwich Academy .....                    | 2 days .....                     | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Ogdensburgh Educational Institute .....  | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Olean Academy .....                      | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Oneida Seminary .....                    | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Oneida Conference Seminary .....         | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Onondaga Academy .....                   | Day .....                        | Day .....                         | Day .....                        | 3 weeks----                          | 3 weeks.                             |
| Ontario Female Seminary .....            | Day .....                        | 2 days .....                      | Day .....                        | Week .....                           | Week.                                |
| Oswego High School .....                 | Day .....                        | Day .....                         | Day .....                        | Week .....                           | 2 weeks.                             |
| Owego Academy .....                      | Week .....                       | Week .....                        | Week .....                       | 2 weeks----                          | 2 weeks.                             |
| Oxford Academy .....                     | 2 days .....                     | 2 days .....                      | 2 days .....                     | 2 weeks----                          | 2 weeks.                             |
| Packer Collegiate Institute .....        | 3 days .....                     | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Palmyra Classical and Union School ..... | Day .....                        | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Palatine Bridge Union Free School .....  | Day .....                        | Day .....                         | Day .....                        | Week .....                           | Week.                                |
| Peekskill Academy .....                  | 2 weeks----                      | Day .....                         | Day .....                        | 2 weeks----                          | 2 weeks.                             |
| Penfield Seminary .....                  | Day .....                        | Day .....                         | Day .....                        | Week .....                           | Week.                                |

| name of academy                    | day     | day     | day     | day     | week    | weeks    |
|------------------------------------|---------|---------|---------|---------|---------|----------|
| Perry Academy                      | Day     | Day     | Day     | Day     | Week    | Week.    |
| Phelps Union and Classical School  | Day     | Day     | Day     | Day     | 2 weeks | 2 weeks. |
| Phipps Union Seminary              | Day     | Day     | Day     | Day     | 2 weeks | Week.    |
| Pike Seminary                      | Week    | Week    | Week    | Week    | 2 weeks | 2 weeks. |
| Plattsburg Academy                 | 2 days  | 2 days  | 2 days  | 3 days  | 2 weeks | 2 weeks. |
| Pompey Academy                     | Day     | Week    | Week    | Week    | 2 weeks | 2 weeks. |
| Port Byron Free School and Academy | 2 days  | 2 days  | 2 days  | Day     | 2 weeks | 2 weeks. |
| Prospect Academy                   | Day     | Day     | Day     | 2 days  | 4 weeks | 4 weeks. |
| Pulaski Academy                    | 2 days  | 2 days  | 2 days  | Day     | 3 weeks | 3 weeks. |
| Red Creek Union Seminary           | Day     | Day     | Day     | Day     | 2 weeks | 4 weeks. |
| Rochester Free Academy             |         |         |         |         | 2 days  | 2 days.  |
| Rogersville Union Seminary         | 2 days  | 3 days  | 3 days  | 3 days  | 2 weeks | 2 weeks. |
| Rome Academy                       | Day     | Day     | Day     | Day     | Week    | 3 weeks. |
| Rural Seminary                     | Day     | Day     | Day     | Day     | 2 weeks | 2 weeks. |
| Rushford Academy                   | Day     | Day     | Day     | Day     | Day     | Day.     |
| St. Lawrence Academy               | Day     | Day     | Day     |         | 3 weeks | 3 weeks. |
| Sauquoit Academy                   | 2 days  | 2 days  | 2 days  | Day     | 2 weeks | 2 weeks. |
| Schenectady Union School           | Day     | Day     | Day     |         | Week    | 2 weeks. |
| Scholharie Academy                 | 2 days  | 2 days  | 2 days  | 2 days  | 2 weeks | 2 weeks. |
| Seneca Falls Academy               | 2 days  | 2 days  | 2 days  | Day     | 2 weeks | 2 weeks. |
| Sodus Academy                      | Day     | Day     | Day     | Day     | 3 weeks | 3 weeks. |
| Spencertown Academy                | Day     | Day     | Day     | Day     | Week    | Week.    |
| S. S. Seward Institute             | Day     | Day     | Day     | Day     | Week    | Week.    |
| Starkey Seminary                   | Day     | 2 days  | 2 days  | 2 days  | 2 weeks | 2 weeks. |
| Syracuse High School               | 2 weeks | 2 weeks | 2 weeks | 2 weeks | Week    | 2 weeks. |
| Troy Academy                       | 3 days  | Day     | Day     | Day     |         | 4 weeks, |

ACADEMIES.

SCHEDULE No. 9—Continued.

| NAMES OF ACADEMIES.                   | Exercises in<br>reading<br>every | Exercises in<br>spelling<br>every | Exercises in<br>writing<br>every | Exercises in<br>composition<br>every | Exercises in<br>declamation<br>every |
|---------------------------------------|----------------------------------|-----------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Troy Female Seminary . . . . .        | Week . . . . .                   | Week . . . . .                    | Week . . . . .                   | 2 weeks . . . . .                    | . . . . .                            |
| Troy High School . . . . .            | 2 days . . . . .                 | Day . . . . .                     | 2 days . . . . .                 | Week . . . . .                       | 2 weeks.                             |
| Trumansburgh Academy . . . . .        | 2 days . . . . .                 | 2 days . . . . .                  | 2 days . . . . .                 | 2 weeks . . . . .                    | 2 weeks.                             |
| Unadilla Academy . . . . .            | Day . . . . .                    | Day . . . . .                     | Day . . . . .                    | 2 weeks . . . . .                    | 2 weeks.                             |
| Union Academy of Belleville . . . . . | Day . . . . .                    | Day . . . . .                     | Day . . . . .                    | 2 weeks . . . . .                    | 2 weeks.                             |
| Union Hall Academy . . . . .          | Day . . . . .                    | Day . . . . .                     | 2 days . . . . .                 | 2 weeks . . . . .                    | 2 weeks.                             |
| Union Village Academy . . . . .       | Day . . . . .                    | Day . . . . .                     | Day . . . . .                    | 2 weeks . . . . .                    | 2 weeks.                             |
| Utica Academy . . . . .               | Week . . . . .                   | Week . . . . .                    | . . . . .                        | 2 weeks . . . . .                    | 3 weeks.                             |
| Vernon Academy . . . . .              | Day . . . . .                    | Day . . . . .                     | Day . . . . .                    | 3 weeks . . . . .                    | 3 weeks.                             |
| Wallkill Academy . . . . .            | Week . . . . .                   | Week . . . . .                    | 2 days . . . . .                 | 3 weeks . . . . .                    | 3 weeks.                             |
| Walton Academy . . . . .              | 3 days . . . . .                 | 3 days . . . . .                  | Week . . . . .                   | 3 weeks . . . . .                    | 3 weeks.                             |
| Walworth Academy . . . . .            | 2 days . . . . .                 | 2 days . . . . .                  | 2 days . . . . .                 | 2 weeks . . . . .                    | 2 weeks.                             |
| Warrensburgh Academy . . . . .        | 2 days . . . . .                 | 2 days . . . . .                  | Day . . . . .                    | 4 weeks . . . . .                    | 4 weeks.                             |
| Warsaw Union School . . . . .         | Week . . . . .                   | Week . . . . .                    | Week . . . . .                   | 2 weeks . . . . .                    | 2 weeks.                             |
| Warwick Institute . . . . .           | 3 days . . . . .                 | . . . . .                         | . . . . .                        | Week . . . . .                       | 2 weeks.                             |
| Washington Academy . . . . .          | Day . . . . .                    | Day . . . . .                     | Day . . . . .                    | 2 weeks . . . . .                    | 2 weeks.                             |
| Waterloo Union School . . . . .       | 2 days . . . . .                 | 2 days . . . . .                  | 2 days . . . . .                 | 2 weeks . . . . .                    | 3 weeks.                             |
| Watertown High School . . . . .       | 2 days . . . . .                 | Week . . . . .                    | 2 days . . . . .                 | 2 weeks . . . . .                    | 2 weeks.                             |
| Watkins Academy . . . . .             | Day . . . . .                    | Day . . . . .                     | Day . . . . .                    | 2 weeks . . . . .                    | . . . . .                            |
| Waverly Institute . . . . .           | Day . . . . .                    | 2 days . . . . .                  | Day . . . . .                    | 2 weeks . . . . .                    | 2 weeks.                             |

|                                    |              |              |              |          |
|------------------------------------|--------------|--------------|--------------|----------|
| Webster Academy .....              | Day .....    | Day .....    | Day .....    | 4 weeks. |
| Westfield Academy .....            | 2 days ..... | 2 days ..... | Day .....    | 3 weeks. |
| West Winfield Academy .....        | Day .....    | Day .....    | Day .....    | Week.    |
| Whitestown Seminary .....          | Day .....    | Day .....    | Day .....    | 3 weeks. |
| Whitney's Point Union School ..... | 2 days ..... | 2 days ..... | Day .....    | 2 weeks. |
| Wilson Collegiate Institute .....  | 2 days ..... | Day .....    | .....        | Week.    |
| Windsor Academy .....              | Day .....    | Day .....    | Day .....    | 3 weeks. |
| Yates Polytechnic Institute .....  | 2 days ..... | Week .....   | 2 days ..... | 2 weeks. |

SCHEDULE No. 10.

*Containing abstracts from the Academic reports for 1865-6, exhibiting a statement of the various prices charged for tuition, the leading branches of study taught in said academies; the average price of board in each academy and vicinity; the number of volumes in each academic library, and the number received from the State.*

| NAMES OF ACADEMIES.                      |  | Common Eng-<br>lish studies,<br>per annum. | Mathematical<br>and higher<br>English stu-<br>dies, per an-<br>num. | Classical stu-<br>dies, includ-<br>ing all of the<br>preceding,<br>per annum. | Average price<br>of board per<br>week. | Annual aver-<br>age expense<br>of tuition and<br>board | Number of<br>volumes in<br>the acado-<br>mic library. |
|--|--|--|---|---|--|--|---|
| Academy at Little Falls.....             |  | \$21 00                                    | \$25 50   | \$28 50   | \$4 00                                 | \$193 00   | 636   |
| Academy of Dutchess County.....          |  | 36 00                                      | 40 00   | 60 00   | 6 00                                   | 284 00   | 368   |
| Albany Academy .....                     |  | 24 00                                      | 52 00   | 60 00   | 5 00                                   | 263 00   | 1,036   |
| Albion Academy .....                     |  | 19 50                                      | 22 50   | 22 50   | 3 00                                   | 144 00   | 598   |
| Alfred Academy .....                     |  | 30 00                                      | 30 00   | 30 00   | 3 50                                   | 180 00   | -----   |
| Ames Academy .....                       |  | 16 50                                      | 21 00   | 24 00   | 4 00                                   | 168 00   | 275   |
| Andes Collegiate Institute.....          |  | 18 00                                      | 27 00   | 30 00   | 4 00                                   | 193 00   | 283   |
| Angelica Academy .....                   |  | 15 00                                      | 19 50   | 24 00   | 4 00                                   | 179 50   | 423   |
| Antwerp Liberal Literary Institute ..... |  | 15 00                                      | 18 00   | 24 00   | 3 50                                   | 159 00   | 669   |
| Arcade Academy.....                      |  | 16 50                                      | 19 50   | 21 75   | 3 50                                   | 161 75   | 77  |
| Argyle Academy.....                      |  | 18 00                                      | 21 00   | 27 00   | 4 00                                   | 189 00   | 901   |
| Attica Union Free School .....           |  | 15 00                                      | 18 00   | 21 00   | 3 00                                   | 151 00   | 309   |
| Auburn Academic High School .....        |  | 15 00                                      | 24 00   | 24 00   | 4 00                                   | 213 00   | 300   |
| Augusta Academy.....                     |  | 13 25                                      | 17 25   | 17 25   | 3 00                                   | 137 00   | 221   |
| Aurora Academy.....                      |  | 16 50                                      | 19 50   | 22 50   | 3 00                                   | 145 50   | 648   |
| Baldwinsville Academy .....              |  | 15 00                                      | 21 00   | 24 00   | 3 50                                   | 160 00   | 371   |

ACADEMIES.

|   |       |        |        |       |        |       |
|---|-------|--------|--------|-------|--------|-------|
| Batavia Union School.....                 | 15 00 | 15 00  | 18 00  | 4 00  | 185 00 | 1,255 |
| Binghamton Academy .....                  | 12 00 | 18 00  | 18 00  | 4 00  | 183 00 | 2,424 |
| Brockport Collegiate Institute.....       | ..... | .....  | .....  | ..... | .....  | ..... |
| Brookfield Academy.....                   | 12 00 | 15 00  | 27 00  | 3 00  | 135 00 | 82    |
| Brooklyn Collegiate and Polytechnic Inst. | 94 00 | 140 00 | 140 00 | 10 00 | 517 00 | 2,049 |
| Buffalo Central School .....              | ..... | .....  | .....  | ..... | .....  | 687   |
| Buffalo Female Academy.....               | 32 00 | 64 00  | 64 00  | 7 00  | 320 00 | 1,172 |
| Cambridge Washington Academy.....         | 15 00 | 24 00  | 24 00  | 4 00  | 189 00 | 828   |
| Canajoharie Academy.....                  | 15 00 | 18 00  | 21 00  | 4 00  | 186 00 | 388   |
| Canandaigua Academy .....                 | 24 00 | 30 00  | 30 00  | 4 00  | 195 00 | 914   |
| Canton Academy.....                       | 18 00 | 24 00  | 24 00  | 3 00  | 176 00 | 507   |
| Cary Collegiate Seminary .....            | 18 00 | 24 00  | 30 00  | 5 00  | 300 00 | 615   |
| Cayuga Lake Academy.....                  | 21 00 | 27 00  | 30 00  | 5 00  | 236 00 | 2,734 |
| Chamberlain Institute.....                | 18 00 | 21 00  | 24 00  | 4 00  | 189 00 | 346   |
| Champlain Academy.....                    | 18 00 | 21 00  | 24 00  | 3 75  | 171 00 | 253   |
| Chester Academy .....                     | 21 00 | 24 00  | 30 00  | 4 50  | 214 00 | 721   |
| Cincinnati Academy .....                  | 14 40 | 18 00  | 21 60  | 3 50  | 165 00 | 323   |
| Clarence Academy .....                    | 17 50 | 21 00  | 24 50  | 5 50  | 161 00 | 218   |
| Claverack Academy & Hudson River Inst.    | 18 00 | 27 00  | 42 00  | 6 00  | 300 00 | 1,198 |
| Clinton Academy .....                     | 16 00 | 20 00  | 28 00  | ..... | .....  | ..... |
| Clinton Grammar School .....              | 25 00 | 28 00  | 28 00  | 5 00  | 227 00 | 750   |
| Clinton Liberal Institute.....            | 18 00 | 24 00  | 36 00  | 4 50  | 205 50 | 1,553 |
| Corning Free Academy.....                 | 15 00 | 15 00  | 16 00  | 4 00  | 186 00 | 213   |
| Cortland Academy.....                     | 21 00 | 27 00  | 30 00  | 3 50  | 173 00 | 1,526 |
| Cortlandville Academy.....                | 18 00 | 24 00  | 27 00  | 4 00  | 190 50 | 786   |
| Coxsackie Academy .....                   | 16 50 | 22 50  | 31 50  | 4 50  | 208 00 | 110   |
| Dansville Seminary.....                   | 18 00 | 24 00  | 27 00  | 3 50  | 162 00 | 880   |



ACADEMIES.

SCHEDULE No. 10—Continued.

| NAMES OF ACADEMIES.                        | Common Eng-<br>lish studies,<br>per annum. | Mathematical<br>and higher<br>English stu-<br>dies, per an-<br>num. | Classical stu-<br>dies, includ-<br>ing all of the<br>preceding,<br>per annum. | Average price<br>of board per<br>week. | Annual aver-<br>age expense<br>of tuition and<br>board. | Number of<br>volumes in<br>the acade-<br>mic library |
|--|--|---|---|--|---|--|
| Deaf and Dumb Institution.....             | .....                                      | .....   | .....   | .....                                  | .....   | .....  |
| Delaware Academy.....                      | \$15 00                                    | \$21 00   | \$24 00   | \$3 50                                 | \$167 00  | 1,411  |
| Delaware Literary Institute.....           | 19 50                                      | 31 50   | 31 50   | 4 00                                   | 193 50  | 1,734  |
| Deposit Academy.....                       | 15 00                                      | 24 00   | 30 00   | 4 00                                   | 191 00  | 108  |
| De Ruyter Institute.....                   | 21 00                                      | 24 00   | 27 00   | 3 00                                   | 150 00  | 296  |
| Dundee Academy.....                        | 14 00                                      | 18 00   | 24 00   | 4 00                                   | 176 00  | 228  |
| East Bloomfield Academy.....               | 19 50                                      | 24 00   | 27 00   | 3 00                                   | 149 50  | 648  |
| East Genesee Conference Seminary.....      | 25 50                                      | 31 50   | 31 50   | 3 50                                   | 168 00  | 482  |
| Ellington Academy.....                     | 18 00                                      | 19 50   | 24 00   | 3 00                                   | 146 50  | 247  |
| Elmira Free Academy.....                   | .....                                      | 30 00   | 30 00   | .....                                  | .....   | 146  |
| Erasmus Hall Academy.....                  | 32 00                                      | 48 00   | 60 00   | .....                                  | 250 00  | 2,730  |
| Evans Academy.....                         | 18 00                                      | 21 00   | 24 00   | .....                                  | .....   | 291  |
| Fairfield Academy.....                     | 27 00                                      | 30 00   | 36 00   | 4 00                                   | 186 00  | 1,246  |
| Falley Seminary.....                       | 27 00                                      | 42 00   | 45 00   | 4 50                                   | 213 50  | 598  |
| Forestville Free Academy.....              | 15 00                                      | 18 00   | 21 00   | 3 00                                   | 138 00  | 251  |
| Fort Covington Academy.....                | 18 00                                      | 21 00   | 21 00   | 3 00                                   | 145 50  | 165  |
| Fort Edward Collegiate Institute.....      | 20 00                                      | 30 00   | 40 00   | 4 00                                   | 186 00  | 669  |
| Fort Plain Seminary & Fem. Coll. Inst..... | 15 00                                      | 18 00   | 21 00   | 4 50                                   | 193 50  | 216  |
| Franklin Academy, Malone.....              | 18 00                                      | 21 00   | 21 00   | 4 00                                   | 185 00  | 491  |

|   |       |       |       |      |        |       |
|---|-------|-------|-------|------|--------|-------|
| Franklin Academy, Prattsburg.....             | 15 00 | 19 50 | 21 00 | 3 00 | 144 50 | 1,826 |
| Fredonia Academy.....                         | 18 00 | 21 00 | 21 00 | 4 00 | 189 00 | 2,318 |
| Friends' Academy.....                         | 36 00 | 36 00 | 36 00 | 3 00 | 180 00 | 325   |
| Friendship Academy.....                       | 16 50 | 21 00 | 21 00 | 4 00 | 174 75 | 199   |
| Genesee Valley Seminary.....                  | 15 75 | 19 25 | 21 75 | 4 00 | 179 00 | 381   |
| Genesee Wesleyan Seminary.....                | ..... | ..... | ..... | 4 00 | 163 00 | 1,074 |
| Genesee and Wyoming Seminary.....             | 21 00 | 24 00 | 27 00 | 4 00 | 180 00 | 559   |
| Genesee Academy.....                          | 15 90 | 19 80 | 23 10 | 3 50 | 166 50 | 950   |
| Geneva Classical and Union School.....        | 16 00 | 20 00 | 20 00 | 4 00 | 178 00 | 606   |
| Gibbertsville Academy and Coll. Inst. ....    | 13 50 | 18 00 | 21 00 | 3 00 | 148 50 | 465   |
| Glen's Falls Academy.....                     | 15 00 | 20 00 | 27 00 | 4 00 | 189 00 | 244   |
| Gloversville Union Seminary.....              | 22 00 | 28 00 | 32 00 | 4 00 | 201 00 | 240   |
| Gouverneur Wesleyan Seminary.....             | 15 00 | 24 00 | 24 00 | 3 50 | 161 00 | 621   |
| Grammar School of Madison University.....     | 20 00 | 20 00 | 20 00 | 3 00 | 140 00 | 648   |
| Greenville Academy.....                       | 16 00 | 20 00 | 30 00 | 3 50 | 165 00 | 386   |
| Griffith Institute.....                       | 18 00 | 21 00 | 24 00 | 3 50 | 168 00 | 233   |
| Groton Academy.....                           | 15 00 | 18 00 | 21 00 | 3 50 | 168 00 | 673   |
| Halfmoon Academy.....                         | 18 00 | ..... | 45 00 | 4 00 | 182 00 | 111   |
| Hartford Academy.....                         | 18 00 | 27 00 | 36 00 | 3 50 | 150 00 | 63    |
| Hartwick Seminary.....                        | 15 00 | 18 00 | 24 00 | 3 00 | 139 00 | 1,095 |
| Holley Academy.....                           | 18 00 | 21 00 | 24 00 | 3 00 | 147 00 | 263   |
| Hudson Academy.....                           | 20 00 | 32 00 | 44 00 | 4 00 | 193 25 | 184   |
| Hungerford Collegiate Institute.....          | 18 00 | 21 00 | 24 00 | 4 00 | 177 00 | 424   |
| Huntington Union School.....                  | 20 00 | 20 00 | 20 00 | 5 00 | 240 00 | 618   |
| Ithaca Academy.....                           | 18 00 | 24 00 | 24 00 | 3 75 | 181 00 | 527   |
| Jamestown Union School & Collegiate Inst..... | 18 00 | 18 00 | 21 00 | 4 00 | 187 50 | 407   |
| Johnstown Academy.....                        | 20 00 | 24 00 | 28 00 | 4 00 | 192 00 | 281   |

ACADEMIES.

SCHEDULE No. 10—Continued.

| NAMES OF ACADEMIES.               | Common Eng-<br>lish studies<br>per annum. | Mathematical<br>and higher<br>English stu-<br>dies, per an-<br>num. | Classical stu-<br>dies, includ-<br>ing all of the<br>preceding,<br>per annum. | Average price<br>of board per<br>week. | Annual aver-<br>age expense<br>of tuition and<br>board. | Number of<br>volumes in<br>the academ-<br>ic library. |
|-----------------------------------|---|---|---|--|---|---|
| Jonesville Academy .....          | \$18 00                                   | \$22 00   | \$27 00   | \$4 00                                 | \$183 00  | 458   |
| Keeseville Academy .....          | 16 50                                     | 25 00   | 32 25   | 4 00                                   | 193 00  | 271   |
| Kinderhook Academy .....          | 24 00                                     | 28 00   | 32 00   | 5 00                                   | 231 00  | 487   |
| Kingston Academy .....            | -----                                     | -----   | 25 50   | -----                                  | -----   | 665   |
| Knoxville Academy .....           | 18 00                                     | 24 00   | 30 00   | 4 00                                   | 192 00  | 240   |
| Lansingburgh Academy .....        | 20 00                                     | 28 00   | 40 00   | 5 00                                   | 228 00  | 417   |
| Lawrenceville Academy .....       | 15 00                                     | 21 00   | 24 00   | 3 00                                   | 146 00  | 198   |
| Leavenworth Institute .....       | 18 00                                     | 21 00   | 25 50   | 3 50                                   | 168 50  | 404   |
| Le Roy Academic Institute .....   | 24 00                                     | 27 00   | 36 00   | 5 00                                   | 223 50  | 88  |
| Liberty Normal Institute .....    | 20 00                                     | 28 00   | 40 00   | 3 50                                   | 164 00  | 237   |
| Lockport Union School .....       | 18 00                                     | 24 00   | 27 00   | 3 75                                   | 188 30  | 233   |
| Lowville Academy .....            | 21 00                                     | 24 00   | 30 00   | 3 50                                   | 179 00  | 1,534   |
| Lyons Union School .....          | -----                                     | -----   | -----   | -----                                  | -----   | 400   |
| Macedon Academy .....             | 17 28                                     | 23 28   | 25 53   | 3 33                                   | 162 03  | 235   |
| Manlius Academy .....             | 18 00                                     | 24 00   | 48 00   | 4 00                                   | 192 00  | 445   |
| Marathon Academy .....            | 15 00                                     | 18 00   | 24 00   | 3 50                                   | 155 50  | 40  |
| Marion Collegiate Institute ..... | 16 50                                     | 22 50   | 24 50   | 3 00                                   | 147 25  | 377   |
| Marshall Seminary of Easton ..... | 18 00                                     | 21 00   | 24 00   | 4 00                                   | 189 00  | 383   |
| Mechanicville Academy .....       | 18 00                                     | 40 00   | 70 00   | 5 00                                   | 235 00  | 188   |

## TUITION, BOARD AND LIBRARY.

417

|  |       |       |       |       |        |       |
|--|-------|-------|-------|-------|--------|-------|
| Medina Academy .....                       | 15 00 | 21 00 | 30 00 | 4 00  | 175 00 | 1,050 |
| Mexico Academy.....                        | 18 00 | 24 00 | 30 00 | 4 00  | 192 00 | 758   |
| Middlebury Academy.....                    | 12 60 | 16 80 | 21 00 | 3 50  | 163 80 | 1,213 |
| Monroe Academy .....                       | 18 00 | 21 00 | 24 00 | 4 00  | 194 00 | 203   |
| Montgomery Academy .....                   | 18 00 | 21 00 | 24 00 | 5 00  | 233 00 | 516   |
| Monticello Academy.....                    | 24 00 | 32 00 | 64 00 | 4 00  | 189 00 | 200   |
| Moravia Institute .....                    | 15 00 | 18 00 | 21 00 | 3 00  | 144 00 | 496   |
| Mount Morris Union School .....            | 15 00 | 18 00 | 21 00 | 3 50  | 165 00 | 730   |
| Mount Pleasant Academy.....                | 40 00 | 40 00 | 40 00 | 6 00  | 304 00 | 1,540 |
| Munro Collegiate Institute.....            | 18 00 | 21 00 | 24 00 | 4 00  | 189 00 | 794   |
| Naples Academy .....                       | 16 00 | 20 00 | 26 00 | 4 00  | 187 00 | 999   |
| Newark Union Free School .....             | 21 00 | 21 00 | 21 00 | 4 00  | 193 00 | 558   |
| New Berlin Academy .....                   | 15 50 | 19 50 | 25 50 | 3 00  | 137 50 | 220   |
| New Paltz Academy .....                    | 24 00 | 36 00 | 40 00 | 4 00  | 197 50 | 660   |
| New York Central Academy .....             | 15 00 | 21 00 | 24 00 | 3 00  | 146 00 | 109   |
| New York Conference Sem. & Coll. Inst..... | 17 00 | 21 00 | 27 00 | 3 50  | 166 50 | 140   |
| North Granville Ladies Seminary .....      | ..... | 30 00 | 30 00 | 7 00  | 300 00 | 546   |
| Norwich Academy.....                       | 15 75 | 19 50 | 22 50 | 3 50  | 166 25 | 924   |
| Ogdensburgh Educational Institute.....     | 12 00 | 12 00 | 18 00 | 4 00  | 187 00 | 2,809 |
| Olean Academy.....                         | 15 00 | 21 00 | 24 00 | 4 00  | 189 00 | 325   |
| Oneida Seminary.....                       | 18 00 | 27 00 | 30 00 | 4 00  | 192 75 | 306   |
| Oneida Conference Seminary.....            | 18 00 | 24 00 | 30 00 | 4 00  | 192 00 | 2,079 |
| Onondaga Academy .....                     | 15 00 | 24 00 | 30 00 | ..... | .....  | 726   |
| Ontario Female Seminary .....              | 20 00 | 30 00 | 42 00 | 4 50  | 210 67 | 940   |
| Oswego High School .....                   | 27 00 | 27 00 | 27 00 | 4 50  | 207 00 | 3,159 |
| Owego Academy.....                         | 18 00 | 24 00 | 30 00 | 4 00  | 192 00 | 615   |
| Oxford Academy.....                        | 13 50 | 19 50 | 22 50 | 3 00  | 144 75 | 1,318 |

SCHEDULE No. 10—Continued.

ACADEMIES.

| NAMES OF ACADEMIES.                      | Common Eng-<br>lish studies,<br>per annum. | Mathematical<br>and higher<br>English stu-<br>dies, per an-<br>num. | Classical stu-<br>dies, includ-<br>ing all of the<br>preceding,<br>per annum. | Average price<br>of board, per<br>week. | Annual aver-<br>age expense<br>of tuition and<br>board. | Number of<br>volumes in<br>academic<br>library. |
|--|--|---|---|---|---|---|
| Packer Collegiate Institute .....        | \$40 00                                    | \$60 00   | \$100 00  | \$9 00                                  | \$450 00  | 2,257   |
| Palmyra Classical and Union School ..... | 10 00                                      | 18 00   | 18 00   | 4 00                                    | 186 00  | 1,068   |
| Palatine Bridge Union Free School .....  | .....                                      | .....   | .....   | .....                                   | .....   | 147   |
| Peekskill Academy .....                  | 35 00                                      | 39 00   | 45 00   | 5 00                                    | 300 00  | 512   |
| Penfield Seminary .....                  | 18 00                                      | 22 50   | 25 50   | 3 75                                    | 179 00  | 168   |
| Penn Yan Academy .....                   | 12 00                                      | 21 00   | 24 00   | 4 50                                    | 203 50  | 681   |
| Phelps Union and Classical School .....  | 16 80                                      | 21 00   | 21 00   | .....                                   | .....   | 549   |
| Phipps Union Seminary .....              | 16 50                                      | 21 00   | 28 00   | 4 50                                    | 201 50  | 529   |
| Pike Seminary .....                      | 13 50                                      | 16 50   | 19 50   | 3 00                                    | 139 50  | 261   |
| Plattsburg Academy .....                 | 18 00                                      | 21 60   | 25 20   | 4 00                                    | 161 00  | 207   |
| Pompey Academy .....                     | 12 00                                      | 18 00   | 21 00   | 2 50                                    | 122 33  | 416   |
| Port Byron Free School and Academy ..... | .....                                      | .....   | .....   | .....                                   | .....   | .....   |
| Prospect Academy .....                   | 10 50                                      | 13 50   | 15 00   | 3 00                                    | 133 00  | 376   |
| Pulaski Academy .....                    | 18 00                                      | 21 00   | 24 00   | 2 50                                    | 126 00  | 355   |
| Red Creek Union Seminary .....           | 21 00                                      | 27 00   | 27 00   | 3 50                                    | 161 50  | 170   |
| Rochester Free Academy .....             | 30 00                                      | 30 00   | 30 00   | 4 00                                    | 186 00  | 7,000   |
| Rogersville Union Seminary .....         | 15 00                                      | 18 00   | 21 00   | 2 50                                    | 115 50  | 119   |
| Rome Academy .....                       | 21 00                                      | 27 00   | 30 00   | 4 50                                    | 210 50  | 529   |
| Rural Seminary .....                     | 13 50                                      | 18 00   | 21 00   | 3 00                                    | 145 00  | 625   |

|                                  |       |       |       |       |        |       |
|----------------------------------|-------|-------|-------|-------|--------|-------|
| rusnora Academy.....             | 12 00 | 18 00 | 24 00 | 3 50  | 152 23 | 180   |
| St. Lawrence Academy.....        | 15 00 | 24 00 | 24 00 | 3 50  | 170 00 | 1,139 |
| Sauquoit Academy.....            | 18 00 | 24 00 | 30 00 | 3 50  | 160 00 | 100   |
| Schenectady Union School.....    | 21 00 | 21 00 | 21 00 | 4 00  | 183 00 | 2,994 |
| Schoharie Academy.....           | 15 00 | 18 00 | 21 00 | 4 00  | 175 50 | 557   |
| Seneca Falls Academy.....        | 14 00 | 18 00 | 21 00 | 5 00  | 212 60 | 279   |
| Sodus Academy.....               | 16 50 | 21 00 | 22 50 | 3 00  | 146 00 | 224   |
| Spencertown Academy.....         | 21 00 | 24 00 | 30 00 | 4 00  | 193 00 | 238   |
| S. S. Seward Institute.....      | 20 00 | 24 00 | 36 00 | 5 00  | 227 00 | 151   |
| Starkey Seminary.....            | 21 00 | 25 20 | 33 60 | 3 50  | 173 00 | 1,178 |
| Syracuse High School.....        | 22 50 | 32 00 | 32 00 | ----- | -----  | 5,241 |
| Troy Academy.....                | 50 00 | 60 00 | 60 00 | 7 50  | 355 00 | 157   |
| Troy Female Seminary.....        | 28 00 | 40 00 | 40 00 | ----- | 400 00 | 1,342 |
| Troy High School.....            | 24 00 | 24 00 | 24 00 | 5 00  | 244 00 | 484   |
| Trumansburgh Academy.....        | 18 00 | 21 00 | 24 00 | 4 00  | 189 00 | 424   |
| Unadilla Academy.....            | 14 25 | 18 00 | 21 75 | 4 00  | 188 00 | 347   |
| Union Academy of Belleville..... | 18 00 | 21 00 | 24 00 | 4 00  | 181 00 | 755   |
| Union Hall Academy.....          | 30 00 | 40 00 | 50 00 | 7 00  | 324 00 | 535   |
| Union Village Academy.....       | 18 00 | 22 00 | 26 00 | 4 50  | 210 50 | 427   |
| Utica Academy.....               | 24 00 | 24 00 | 30 00 | 5 00  | 227 00 | 1     |
| Vernon Academy.....              | 12 00 | 15 00 | 18 00 | 3 00  | 141 00 | 450   |
| Wallkill Academy.....            | 24 00 | 30 00 | 33 00 | 5 00  | 239 00 | 423   |
| Walton Academy.....              | 16 50 | 19 50 | 24 00 | 3 75  | 179 00 | 480   |
| Walworth Academy.....            | 15 00 | 21 00 | 23 25 | 3 25  | 156 25 | 184   |
| Warrensburgh Academy.....        | 18 75 | 22 50 | 26 25 | 3 00  | 148 50 | 105   |
| Warsaw Union School.....         | 12 00 | 15 00 | 18 00 | 3 50  | 158 50 | 566   |
| Warwick Institute.....           | 18 00 | 24 00 | 30 00 | 5 00  | 233 25 | 131   |

SCHEDULE No. 10—Continued.

| NAMES OF ACADEMIES.               | Common Eng-<br>lish studies,<br>per annum. | Mathematical<br>and higher<br>English stu-<br>dies, per an-<br>num. | Classical stu-<br>dies, includ-<br>ing all of the<br>preceding,<br>per annum. | Average price<br>of board, per<br>week. | Annual aver-<br>age, expense<br>of tuition and<br>board. | Number of<br>volumes in<br>the acade-<br>mic library. |
|-----------------------------------|--|---|---|---|--|---|
| Washington Academy.....           | \$21 00                                    | \$24 00   | \$27 00   | \$3 50                                  | \$219 00   | 500   |
| Waterloo Union School.....        | 10 00                                      | 15 00   | 15 00   | 4 00                                    | 172 50   | 1,080   |
| Watertown High School .....       | 21 00                                      | 21 00   | 21 00   | 3 50                                    | 161 00   | 1,855   |
| Watkins Academy.....              | 12 00                                      | 16 50   | 21 00   | 4 00                                    | 184 50   | 209   |
| Waverly Institute .....           | 18 00                                      | 22 00   | 26 00   | 4 25                                    | 209 00   | 341   |
| Webster Academy.....              | 19 50                                      | 24 00   | 27 00   | 4 00                                    | 180 00   | 160   |
| Westfield Academy.....            | 18 00                                      | 18 00   | 18 00   | .....                                   | .....  | 617   |
| West Winfield Academy .....       | 18 50                                      | 22 50   | 25 50   | 3 50                                    | 169 50   | 552   |
| Whitestown Seminary .....         | 21 00                                      | 27 00   | 27 00   | 3 00                                    | 150 00   | 1,245   |
| Whitney's Point Union School..... | 12 00                                      | 18 00   | 18 00   | 3 25                                    | 151 50   | 124   |
| Wilson Collegiate Institute ..... | 15 00                                      | 19 50   | 23 25   | 3 50                                    | 166 75   | 840   |
| Windsor Academy.....              | 15 00                                      | 18 00   | 24 00   | 4 00                                    | 186 00   | 592   |
| Yates Academy .....               | 16 50                                      | 22 50   | 27 00   | 3 50                                    | 167 75   | 573   |
| Yates Polytechnic Institute.....  | 18 00                                      | 24 00   | 30 00   | 4 00                                    | 180 00   | 304   |
| Total.....                        | .....                                      | .....   | .....   | .....                                   | .....  | 132,101   |

| NAMES OF ACADEMIES.                     | BOOKS RECEIVED FROM THE STATE.      |  |                                      |                                      |  |                                      |                     |
|---|-------------------------------------|--|--------------------------------------|--------------------------------------|--|--------------------------------------|---------------------|
|   | Natural His-<br>tory. (21<br>vols.) | Document-<br>ary History.<br>(4 vols.) | Colonial His-<br>tory. (11<br>vols.) | New York<br>Meteorology.<br>(1 vol.) | Catalogues<br>of the State<br>Library,<br>(5 vol.) | Regents' Re-<br>ports. (79<br>vols.) | Regents'<br>Manual. |
| Academy at Little Falls.....            | 14                                  | 4                                      | 9                                    | 1                                    | 3  | 22                                   | 1                   |
| Academy of Dutchess County .....        | 19                                  | 4                                      | 11                                   | 1                                    | 4  | 44                                   | 2                   |
| Albany Academy .....                    | 21                                  | 4                                      | 11                                   | 1                                    | 5  | 40                                   | 1                   |
| Albany Female Academy .....             | .....                               | 4                                      | 11                                   | 1                                    | 4  | 28                                   | .....               |
| Albion Academy .....                    | .....                               | .....                                  | .....                                | .....                                | .....  | .....                                | .....               |
| Alfred University Acad. Dept.....       | 19                                  | .....                                  | .....                                | .....                                | .....  | 4                                    | .....               |
| Ames Academy.....                       | 18                                  | 4                                      | 9                                    | 1                                    | 7  | 10                                   | .....               |
| Andes Collegiate Institute.....         | .....                               | .....                                  | .....                                | .....                                | .....  | 5                                    | 1                   |
| Angelica Academy.....                   | .....                               | .....                                  | .....                                | .....                                | .....  | .....                                | .....               |
| Antwerp Liberal Literary Institute..... | .....                               | .....                                  | .....                                | .....                                | .....  | 12                                   | .....               |
| Arcade Academy.....                     | .....                               | .....                                  | 11                                   | .....                                | .....  | 5                                    | 1                   |
| Argyle Academy .....                    | .....                               | .....                                  | .....                                | .....                                | .....  | .....                                | .....               |
| Attica Union School.....                | .....                               | .....                                  | .....                                | .....                                | .....  | 2                                    | 1                   |
| Auburn Academic High School .....       | 18                                  | 4                                      | 11                                   | 1                                    | 4  | 21                                   | 1                   |
| Augusta Academy .....                   | .....                               | .....                                  | .....                                | .....                                | .....  | .....                                | .....               |
| Aurora Academy .....                    | .....                               | .....                                  | .....                                | .....                                | .....  | .....                                | .....               |
| Baldwinsville Academy .....             | .....                               | .....                                  | .....                                | .....                                | .....  | 2                                    | 2                   |
| Batavia Union School .....              | .....                               | .....                                  | .....                                | 1                                    | .....  | 4                                    | 1                   |







ACADEMIES.

SCHEDULE No. 10—Continued.

| NAMES OF ACADEMIES.                           | BOOKS RECEIVED FROM THE STATE.      |                                       |                                      |  |   |                                    |                     |
|---|-------------------------------------|---------------------------------------|--------------------------------------|--|---|------------------------------------|---------------------|
|   | Natural His-<br>tory. (21<br>vols.) | Document-<br>ary History<br>(4 vols.) | Colonial His-<br>tory. (11<br>vols.) | New York<br>Meteorolo-<br>gy. (1 vol.) | Catalogues<br>of the State<br>Library.<br>(5 vols.) | Regents'<br>Reports.<br>(79 vols.) | Regents'<br>Manual. |
| Fredonia Academy .....                        | 20                                  | 4                                     | 11                                   | 1                                      | 4   | -----                              | 1                   |
| Friends' Academy .....                        | -----                               | -----                                 | -----                                | -----                                  | -----   | 1                                  | 1                   |
| Friendship Academy .....                      | 14                                  | 2                                     | 11                                   | 1                                      | 1   | 18                                 | 1                   |
| Genesee Valley Seminary .....                 | -----                               | -----                                 | -----                                | -----                                  | -----   | 9                                  | -----               |
| Genesee Wesleyan Seminary .....               | 18                                  | 4                                     | 11                                   | 1                                      | 4   | -----                              | 1                   |
| Genesee and Wyoming Seminary .....            | 19                                  | 4                                     | 11                                   | 1                                      | 4   | 15                                 | 1                   |
| Geneseo Academy .....                         | 10                                  | 4                                     | 10                                   | 1                                      | 2   | 18                                 | 1                   |
| Geneva Classical and Union School .....       | -----                               | -----                                 | -----                                | -----                                  | -----   | -----                              | -----               |
| Gilbertsville Acad. and Coll. Institute ..... | 18                                  | 4                                     | 11                                   | 1                                      | 1   | 27                                 | 1                   |
| Glen's Falls Academy .....                    | -----                               | 4                                     | 6                                    | -----                                  | -----   | 15                                 | -----               |
| Gloversville Union Seminary .....             | -----                               | -----                                 | -----                                | -----                                  | -----   | 4                                  | 1                   |
| Gouverneur Wesleyan Seminary .....            | 17                                  | 4                                     | 10                                   | 1                                      | 4   | 35                                 | -----               |
| Grammar School of Madison University .....    | 3                                   | 2                                     | -----                                | -----                                  | -----   | 11                                 | 1                   |
| Greenville Academy .....                      | 17                                  | -----                                 | 11                                   | 1                                      | 1   | 10                                 | 1                   |
| Griffith Institute .....                      | 12                                  | 4                                     | 7                                    | 1                                      | 1   | 18                                 | 1                   |
| Groton Academy .....                          | 15                                  | 4                                     | 10                                   | 1                                      | 1   | 21                                 | 1                   |
| Halfmoon Academy .....                        | -----                               | 4                                     | 9                                    | 1                                      | 1   | 14                                 | 1                   |
| Hartford Academy .....                        | -----                               | -----                                 | -----                                | -----                                  | -----   | -----                              | 1                   |

|   | 21 | 4  | 11  | 1   | 5   | 40  | 1   |
|---|----|----|-----|-----|-----|-----|-----|
| Hartwick Seminary .....                     |    | 4  | 11  | 1   | 5   | 40  | 1   |
| Holley Academy .....                        |    | 4  | 11  | 1   | 1   | 15  | 1   |
| Hudson Academy .....                        | 18 | 4  | 10  | 1   | --- | 13  | --- |
| Hungerford Collegiate Institute .....       |    |    |     |     | --- | 2   | 1   |
| Huntington Union School .....               |    | 2  | --- | --- | --- | 6   | 1   |
| Ithaca Academy .....                        | 19 | 4  | 10  | 1   | 4   | 29  | 1   |
| Jamestown Union School and Coll. Inst. .... | 15 | 4  | 11  | 1   | 3   | 26  | 4   |
| Johnstown Academy .....                     | 17 | 4  | 11  | 1   | 5   | 21  | 1   |
| Jonesville Academy .....                    | 19 | 4  | 10  | 1   | 3   | 40  | 1   |
| Keeseville Academy .....                    |    |    |     |     | --- | 20  | 1   |
| Kinderhook Academy .....                    | 10 | 4  | 10  | 1   | 5   | 33  | 1   |
| Kingston Academy .....                      |    |    |     |     | --- | 2   | --- |
| Knoxville Academy .....                     |    |    |     |     | --- | --- | --- |
| Lansingburgh Academy .....                  | 16 | 4  | 9   | --- | 4   | 7   | 1   |
| Lawrenceville Academy .....                 |    |    |     |     | --- | 6   | 1   |
| Leavenworth Institute .....                 |    |    |     |     | --- | --- | --- |
| Le Roy Academic Institute .....             |    |    |     |     | --- | 2   | --- |
| Liberty Normal Institute .....              | 20 | 4  | 11  | 1   | --- | 20  | 1   |
| Lockport Union School .....                 | 19 | 12 | 11  | 1   | 4   | 16  | 1   |
| Lowville Academy .....                      | 19 | 4  | 9   | 1   | 3   | 32  | 1   |
| Macedon Academy .....                       |    | 4  | 10  | 1   | 4   | 11  | 1   |
| Manlius Academy .....                       | 19 | 4  | 11  | 1   | 4   | 39  | 1   |
| Marion Collegiate Institute .....           |    | 2  | 11  | --- | 4   | 7   | 1   |
| Marshall Seminary of Easton .....           |    |    |     |     | 1   | 6   | 1   |
| Mechanicville Academy .....                 |    |    |     |     | --- | 6   | 1   |
| Medina Academy .....                        | 19 | 4  | 11  | 1   | --- | 15  | 1   |
| Mexico Academy .....                        | 19 | 4  | 11  | 1   | 5   | 35  | 1   |



|   |    |   |    |   |   |    |   |
|---|----|---|----|---|---|----|---|
| <i>Unonaga Academy</i> .....            | 21 | 4 | 14 | 1 | 2 | 2  | 1 |
| Ontario Female Seminary .....           | 20 | 4 | 11 | 1 | 4 | 26 | 1 |
| Oswego High School.....                 | 21 | 4 | 11 |   |   | 14 | 1 |
| Owego Academy.....                      |    |   |    |   |   |    |   |
| Oxford Academy.....                     |    |   |    |   |   |    |   |
| Packer Collegiate Institute.....        | 19 | 4 | 10 | 1 | 4 | 8  | 1 |
| Palmyra Classical and Union School..... |    |   |    |   |   | 3  |   |
| Palatine Bridge Union Free School.....  |    |   |    |   |   |    |   |
| Peekskill Academy.....                  | 21 | 4 | 11 | 1 | 1 | 27 | 1 |
| Pentfield Seminary.....                 |    |   |    |   |   | 7  | 1 |
| Penn Yan Academy.....                   |    |   |    |   |   |    |   |
| Perry Academy.....                      | 18 | 4 | 10 | 1 | 2 | 14 | 1 |
| Phelps Union and Classical School.....  |    | 3 | 5  |   |   | 4  | 1 |
| Phipps Union Seminary.....              |    | 4 | 11 | 1 | 4 | 20 | 1 |
| Pike Seminary.....                      | 14 |   | 11 |   |   | 9  | 1 |
| Plattsburg Academy.....                 |    |   |    |   |   |    |   |
| Pompey Academy.....                     | 16 | 4 | 11 | 1 | 1 | 26 |   |
| Port Byron Free School and Academy..... |    | 3 |    |   |   | 18 | 1 |
| Prospect Academy.....                   |    | 4 | 10 |   | 1 | 9  | 1 |
| Pulaski Academy.....                    | 11 |   |    |   |   | 12 |   |
| Red Creek Union Seminary.....           |    |   |    |   |   | 12 | 1 |
| Rochester Free Academy.....             |    |   |    |   |   |    |   |
| Rogersville Union Seminary .....        |    |   | 10 | 1 | 2 | 11 | 1 |
| Rome Academy.....                       | 17 | 4 | 10 | 1 | 4 | 24 | 1 |
| Rural Seminary.....                     |    |   |    |   |   | 1  |   |
| Rushford Academy.....                   | 18 | 4 | 11 | 1 | 1 | 25 | 1 |

## SCHEDULE No. 10—Continued.

## ACADEMIES.

| NAMES OF ACADEMIES.              | BOOKS RECEIVED FROM THE STATE. |                                |                              |                                |  |                              |                  |
|----------------------------------|--------------------------------|--------------------------------|------------------------------|--------------------------------|--|------------------------------|------------------|
|                                  | Natural History. (21 vols.)    | Documentary History. (4 vols.) | Colonial History. (11 vols.) | New York Meteorology. (1 vol.) | Catalogues of the State Library. (5 vols.) | Regents' Reports. (79 vols.) | Regents' Manual. |
| St. Lawrence Academy.....        | 19                             | 4                              | 11                           | 1                              | 1  | 38                           | 1                |
| Sauquoit Academy.....            | .....                          | 4                              | 11                           | 1                              | 1  | 10                           | 1                |
| Schenectady Union School.....    | .....                          | .....                          | 2                            | .....                          | .....                                      | 7                            | 1                |
| Schoharie Academy.....           | 20                             | 4                              | 11                           | 1                              | 4  | 29                           | 1                |
| Seneca Falls Academy.....        | 18                             | 4                              | 5                            | 1                              | 5  | 7                            | 1                |
| Sodus Academy.....               | .....                          | 4                              | .....                        | .....                          | .....                                      | 9                            | 1                |
| Spencertown Academy.....         | .....                          | .....                          | .....                        | .....                          | .....                                      | .....                        | .....            |
| S. S. Seward Institute.....      | 13                             | 4                              | 10                           | 2                              | 5  | 19                           | 1                |
| Starkey Seminary.....            | 15                             | 4                              | 4                            | 1                              | 4  | 19                           | .....            |
| Syracuse High School.....        | 19                             | 4                              | 10                           | 1                              | 3  | 7                            | 1                |
| Troy Academy.....                | 1                              | .....                          | 3                            | .....                          | .....                                      | 5                            | .....            |
| Troy Female Seminary.....        | 19                             | 4                              | 10                           | .....                          | 3  | 30                           | 1                |
| Troy High School.....            | .....                          | .....                          | .....                        | .....                          | .....                                      | 4                            | 1                |
| Trumansburgh Academy.....        | .....                          | 3                              | 11                           | 1                              | 1  | 11                           | 1                |
| Unadilla Academy.....            | .....                          | 3                              | 11                           | 1                              | 1  | 12                           | 1                |
| Union Academy of Belleville..... | 19                             | 4                              | 10                           | 1                              | 6  | 16                           | 2                |
| Union Hall Academy.....          | 21                             | 4                              | 11                           | 1                              | 5  | 40                           | 1                |
| Union Village Academy.....       | 16                             | 4                              | 11                           | 1                              | 1  | 25                           | 1                |

BOOKS RECEIVED FROM THE STATE.

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|                              |    |   |    |   |   |    |   |
|------------------------------|----|---|----|---|---|----|---|
| Union Academy                | 21 | 4 | 11 | 1 | 1 | 2  | 1 |
| Vernon Academy               | 21 | 4 | 11 | 1 | 1 | 25 | 1 |
| Wallkill Academy             | 14 | 4 | 6  | 1 | 1 | 79 | 1 |
| Walton Academy               | 20 | 4 | 10 | 1 | 3 | 10 | 1 |
| Walworth Academy             | 14 | 4 | 3  | 1 | 4 | 19 | 1 |
| Warrensburgh Academy         |    |   |    |   |   | 2  | 1 |
| Warsaw Union School          | 18 |   | 11 | 1 | 4 | 6  | 1 |
| Warwick Institute            |    | 3 |    |   |   | 4  | 1 |
| Washington Academy           | 13 | 4 | 11 | 1 | 1 | 18 | 1 |
| Waterloo Union School        |    |   |    |   |   |    | 1 |
| Watertown High School        | 20 | 4 | 11 | 1 | 5 | 20 | 1 |
| Watkins Academy              |    |   |    |   |   |    |   |
| Waverly Institute            |    |   |    |   |   | 9  |   |
| Webster Academy              |    |   |    |   |   | 2  |   |
| Westfield Academy            | 22 | 4 | 11 |   | 1 | 10 | 1 |
| West Winfield Academy        |    | 4 | 11 | 1 | 2 | 18 | 1 |
| Whitestown Seminary          | 21 | 4 | 10 | 1 | 2 | 15 |   |
| Whitney's Point Union School |    |   |    |   |   |    |   |
| Wilson Collegiate Institute  | 18 | 4 | 11 | 1 | 5 | 11 | 1 |
| Windsor Academy              | 15 | 4 | 10 | 1 | 1 | 18 | 1 |
| Yates Academy                |    |   |    |   |   | 1  |   |
| Yates Polytechnic Institute  |    |   | 11 | 1 | 4 | 12 | 1 |



SCHEDULE No. 11.

*Exhibiting the subjects of study taught in the several academies during the year 1866-7, with the text-books used.*

| NAMES OF ACADEMIES.               | ORDINARY ELEMENTARY STUDIES. |                          |                        |
|-----------------------------------|------------------------------|--------------------------|------------------------|
|                                   | Arithmetic.                  | Book-keeping.            | English Grammar.       |
| Academy at Little Falls. ....     | Thomson, Robinson ....       | Payson and Duntun ....   | Brown.                 |
| Academy of Dutchess County ...    | Willett & McCord, Rob'n      | Crittenden .....         | Pinneo, Smith, Qu'bos, |
| Albany Academy.....               | Davies .....                 | Bryant and Stratton..... | Quackenbos.            |
| Albion Academy.....               | Robinson .....               | Payson and Duntun .....  | Brown.                 |
| Alfred Univ. Acad. Dept.....      | do .....                     | Marsh .....              | Kenyon.                |
| Ames Academy.....                 | Thomson .....                | Bryant and Stratton..... | Clark, Brown.          |
| Andes Collegiate Institute.....   | do .....                     | do .....                 | Clark, Bullions.       |
| Angelica Academy.....             | Davies .....                 | do .....                 | Quackenbos.            |
| Antwerp Liberal Literary Inst ... | do .....                     | do .....                 | Weld, Quackenbos.      |
| Arcade Academy.....               | Robinson .....               | do .....                 | Brown.                 |
| Argyle Academy.....               | Davies, Greenleaf .....      | Payson and Duntun .....  | Bullions.              |
| Attica Union School.....          | Robinson .....               | Fulton and Eastman.....  | Brown.                 |
| Auburn Academic High School ..    | do .....                     | Bryant and Stratton..... | Clark.                 |
| Augusta Academy.....              | Thomson .....                | .....                    | Brown.                 |
| Aurora Academy.....               | Davies .....                 | Fulton and Eastman.....  | do                     |
| Baldwinsville Academy.....        | Robinson .....               | Mayhew .....             | do                     |
| Batavia Union School.....         | do .....                     | Fulton and Eastman.....  | do                     |

|                                   |                         |                          |                   |
|-----------------------------------|-------------------------|--------------------------|-------------------|
| Binghamton Academy.....           | Cruttenden .....        | .....                    | Kerl.             |
| Brookfield Academy.....           | Robinson .....          | Bryant and Stratton..... | Brown.            |
| Brooklyn Col. and Polytech. Inst. | Davies .....            | Hanuford and Payson..... | do                |
| Buffalo Central School.....       | do .....                | Bryant and Stratton..... | do                |
| Buffalo Female Academy.....       | do .....                | .....                    | Smith.            |
| Cambridge Washington Academy.     | Robinson .....          | Fulton and Eastman.....  | Bullions.         |
| Canajoharie Academy.....          | Thomson, Davies.....    | .....                    | do                |
| Canandaigua Academy .....         | Robinson .....          | Bryant and Stratton..... | Brown, Halsey.    |
| Canton Academy.....               | Davies .....            | Fulton and Eastman.....  | Quackenbos, Weld. |
| Cary Collegiate Seminary .....    | Robinson .....          | do .....                 | do                |
| Catskill Free Academy.....        | do .....                | Mayhew .....             | Brown.            |
| *Cayuga Lake Academy.....         | do .....                | Payson and Duntun .....  | do                |
| Chamberlain Institute.....        | do .....                | Mayhew .....             | Kerl.             |
| Champlain Academy.....            | do .....                | Fulton and Eastman.....  | Wells.            |
| Chester Academy .....             | Thomson, Stoddard ..... | do .....                 | Clark, Weld.      |
| Cincinnati Academy.....           | do .....                | do .....                 | do Brown.         |
| Clarence Academy .....            | Davies .....            | do .....                 | Brown, Smith.     |
| Claverack Acad. and Hud. R. Inst. | Thomson .....           | Bryant and Stratton..... | Quackenbos.       |
| Clinton Academy .....             | do .....                | Marsh .....              | Weld.             |
| Clinton Grammar School.....       | Robinson .....          | .....                    | Kerl.             |
| Clinton Liberal Institute .....   | do .....                | Bryant and Stratton..... | Clark.            |
| Corning Free Academy .....        | do .....                | Fulton and Eastman.....  | Quackenbos.       |
| Cortland Academy.....             | Davies .....            | Bryant and Stratton..... | Clark.            |
| Cortlandville Academy.....        | Robinson .....          | do .....                 | do                |
| Coxsackie Academy .....           | do .....                | Fulton and Eastman.....  | Kerl.             |
| Dansville Seminary .....          | do .....                | do .....                 | do                |
| Delaware Academy.....             | do .....                | do .....                 | Clark.            |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                 | ORDINARY ELEMENTARY STUDIES. |                           |                   |
|-------------------------------------|------------------------------|---------------------------|-------------------|
|                                     | Arithmetic.                  | Book-keeping.             | English Grammar.  |
| Delaware Literary Institute.....    | Stoddard .....               | Bryant and Stratton ..... | Clark.            |
| Deposit Academy.....                | do .....                     | do .....                  | Bullions.         |
| De Ruyter Institute ....            | Robinson .....               | do .....                  | Kerl.             |
| Dundee Academy .....                | do .....                     | Fulton and Eastman .....  | Greene.           |
| East Bloomfield Academy.....        | Davies .....                 | do .....                  | Brown.            |
| East Genesee Conference Semy. ..    | Robinson .....               | .....                     | Greene.           |
| Ellington Academy .....             | Thomson .....                | Mayhew .....              | Clark.            |
| Elmira Free Academy .....           | Robinson .....               | .....                     | do                |
| *Erasmus Hall Academy .....         | Loomis, Ray, Felter ..       | Mayhew .....              | Pinneo.           |
| Evans Academy .....                 | Robinson, Eaton.....         | Payson and Duntou .....   | Kerl.             |
| Fairfield Academy .....             | do .....                     | Bryant and Stratton ..... | Brown.            |
| Falley Seminary.....                | do .....                     | Payson, Duntou and S....  | Clark.            |
| *Farmers' Hall Academy .....        | do Thomson .....             | Fulton and Eastman .....  | Kerl.             |
| Forestville Free Academy.....       | do .....                     | do .....                  | do                |
| Fort Covington Academy .....        | do .....                     | do .....                  | Quackenbos, Weld. |
| Fort Edward Collegiate Institute..  | do .....                     | Bryant and Stratton ..... | do                |
| Fort Plain Sem. and Fam. Sch. Inst. | do .....                     | do .....                  | Brown.            |
| Franklin Academy .....              | Davies .....                 | do .....                  | Weld, Quackenbos, |

|                                     |                           |       |                           |                        |
|-------------------------------------|---------------------------|-------|---------------------------|------------------------|
| Fredonia Academy.....               | Thomson .....             | ..... | do .....                  | Clark.                 |
| Friends' Academy .....              | do Robinson .....         | ..... | Fulton and Eastman .....  | Brown.                 |
| Friendship Academy .....            | Davies .....              | ..... | do .....                  | Bullions.              |
| Genesee Valley Seminary .....       | do .....                  | ..... | Bryant and Stratton ..... | Brown.                 |
| Genesee Wesleyan Seminary.....      | Robinson .....            | ..... | do Lectures .....         | Clark, Kerl.           |
| Genesee and Wyoming Seminary.       | do .....                  | ..... | do .....                  | do                     |
| Genesee Academy.....                | do .....                  | ..... | Fulton and Eastman .....  | Hart.                  |
| Geneva Classical and Union School   | do .....                  | ..... | do .....                  | Kerl.                  |
| Gilbertsville Acad. and Coll. Inst. | do .....                  | ..... | Bryant and Stratton ..... | Brown.                 |
| Glen's Falls Academy .....          | do .....                  | ..... | Fulton and Eastman .....  | do                     |
| Gloversville Union Seminary.....    | do .....                  | ..... | Hanaford and Payson ..... | Covell.                |
| Gouverneur Wesleyan Seminary..      | Davies .....              | ..... | Fulton and Eastman .....  | Weld, Quack's, Norton. |
| Grammar School of Madison Univ.     | do .....                  | ..... | .....                     | Brown.                 |
| Greenville Academy .....            | Robinson, Thomson .....   | ..... | Fulton and Eastman .....  | do Clark.              |
| Griffith Institute .....            | do .....                  | ..... | do .....                  | Bullions.              |
| Groton Academy .....                | do .....                  | ..... | Hanaford and Payson ..... | Brown.                 |
| Halfmoon Academy .....              | Greenleaf .....           | ..... | Fulton and Eastman .....  | Bullions.              |
| *Hartford Academy .....             | Robinson .....            | ..... | Mayhew .....              | Quackenbos.            |
| Hartwick Seminary .....             | do Davies .....           | ..... | do .....                  | Brown.                 |
| Holley Academy.....                 | do .....                  | ..... | Payson and Dunton .....   | Clark.                 |
| *Hoosick Falls Union School ...     | do .....                  | ..... | Bryant and Stratton ..... | do                     |
| Hudson Academy.....                 | do .....                  | ..... | Crittenden .....          | Brown.                 |
| Hungerford Collegiate Institute ..  | Davies .....              | ..... | Bryant and Stratton ..... | Clark.                 |
| Huntington Union School .....       | Robinson, Greenleaf ..... | ..... | Fulton and Eastman .....  | do                     |
| Ithaca Academy .....                | do .....                  | ..... | Bryant and Stratton ..... | Kerl.                  |
| Jamestown Union Sch'l and Col.Inst  | do .....                  | ..... | Mayhew .....              | Clark.                 |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.               | ORDINARY ELEMENTARY STUDIES. |                           |                   |
|-----------------------------------|------------------------------|---------------------------|-------------------|
|                                   | Arithmetic.                  | Book-keeping.             | English Grammar.  |
| Johnstown Academy .....           | Robinson .....               | Mayhew .....              | Quackenbos.       |
| Jonesville Academy .....          | Greenleaf .....              | Bryant & Strat. F. and E. | Bullions, Kerl.   |
| *Jordan Academy .....             | Robinson .....               | Pay. Dun. and S. do       | Clark.            |
| Keeseville Academy .....          | Davies .....                 | Fulton and Eastman .....  | Weld, Quackenbos. |
| Kinderhook Academy .....          | Greenleaf .....              | do .....                  | Clark, Brown.     |
| Kingston Academy .....            | .....                        | Palmer .....              | .....             |
| Knoxville Academy .....           | Thomson .....                | Bryant and Stratton ..... | Clark.            |
| Lansingburgh Academy .....        | Robinson .....               | Mayhew .....              | Greene.           |
| Lawrenceville Academy .....       | Davies .....                 | Fulton and Eastman .....  | Quackenbos, Weld. |
| Leavenworth Institute .....       | Thomson .....                | do .....                  | Clark.            |
| Le Roy Academic Institute .....   | Robinson .....               | Bryant and Stratton ..... | Quackenbos.       |
| Liberty Normal Institute .....    | Stoddard .....               | Fulton and Eastman .....  | Brown, Clark.     |
| Lockport Union School .....       | Robinson .....               | Bryant and Stratton ..... | do Tower.         |
| Lowville Academy .....            | do .....                     | do .....                  | Kerl.             |
| Lyons Union School .....          | do .....                     | do .....                  | Clark.            |
| Macedon Academy .....             | do .....                     | do .....                  | Kerl.             |
| Manlius Academy .....             | Davies, Thomson .....        | Fulton and Eastman .....  | Quackenbos.       |
| Marathon Academy .....            | do .....                     | Smith and Martin .....    | Brown.            |
| Marion Collegiate Institute ..... | Robinson .....               | Potter and Hammond .....  | do                |

|  |                               |                               |                   |
|--|-------------------------------|-------------------------------|-------------------|
| Marshall Seminary of Easton . . . . .  | do . . . . .                  | Bryant and Stratton . . . . . | Kerl.             |
| Mechanicville Academy . . . . .        | Davies . . . . .              | Ful. and East. Bry't and Str. | Bullions.         |
| Medina Academy . . . . .               | Robinson . . . . .            | Hanaford and Payson . . . . . | Brown.            |
| Mexico Academy . . . . .               | do . . . . .                  | Bryant and Stratton . . . . . | Kerl.             |
| Middlebury Academy . . . . .           | do . . . . .                  | Fulton and Eastman . . . . .  | Brown.            |
| Monroe Academy . . . . .               | do . . . . .                  | do . . . . .                  | Clark, Brown.     |
| Montgomery Academy . . . . .           | Greenleaf . . . . .           | Mayhew . . . . .              | Quackenbos.       |
| Monticello Academy . . . . .           | Stoddard . . . . .            | Fulton and Eastman . . . . .  | Brown.            |
| Moravia Institute . . . . .            | Davies . . . . .              | . . . . .                     | do                |
| Mount Morris Union School . . . . .    | Robinson . . . . .            | Bryant and Stratton . . . . . | do                |
| *Mount Pleasant Academy . . . . .      | Greenleaf, Stoddard . . . . . | Potter and Hammond . . . . .  | Bullions.         |
| Munro Collegiate Institute . . . . .   | Robinson . . . . .            | Fulton and Eastman . . . . .  | Kerl.             |
| Naples Academy . . . . .               | do . . . . .                  | Bryant and Stratton . . . . . | Clark.            |
| Newark Union Free School . . . . .     | do . . . . .                  | do . . . . .                  | do                |
| New Berlin Academy . . . . .           | do Thomson . . . . .          | do . . . . .                  | Brown.            |
| New Paltz Academy . . . . .            | Stoddard . . . . .            | do . . . . .                  | Covell.           |
| New York Central Academy . . . . .     | Davies . . . . .              | Fulton and Eastman . . . . .  | Clark.            |
| N.Y. Conference Sem. and Col. Inst.    | Robinson . . . . .            | Bryant and Stratton . . . . . | Quackenbos.       |
| North Granville Female Sem'y . . . . . | Greenleaf . . . . .           | . . . . .                     | Greene.           |
| *North Hebron Institute . . . . .      | Thomson, Davies . . . . .     | Mayhew . . . . .              | Wells.            |
| Norwich Academy . . . . .              | Robinson . . . . .            | Fulton and Eastman . . . . .  | Brown.            |
| Ogdensburg Educational Inst. . . . .   | Davies . . . . .              | do . . . . .                  | Weld, Quackenbos. |
| Olean Academy . . . . .                | do Robinson . . . . .         | Bryant and Stratton . . . . . | Wells, Earle.     |
| Oneida Seminary . . . . .              | Robinson . . . . .            | do . . . . .                  | Greene.           |
| Oneida Conference Seminary . . . . .   | do . . . . .                  | do . . . . .                  | Brown, Kerl.      |
| Onondaga Academy . . . . .             | Davies . . . . .              | do . . . . .                  | Clark.            |
| Ontario Female Seminary . . . . .      | Robinson . . . . .            | Fulton and Eastman . . . . .  | do Brown.         |

SCHEDULE No. 11—Continued.

| ORDINARY ELEMENTARY STUDIES.       |                       |                           |                  |
|------------------------------------|-----------------------|---------------------------|------------------|
| NAMES OF ACADEMIES.                | Arithmetic.           | Book-keeping.             | English Grammar. |
| Oswego High School .....           | Davies, Perkins ..... | .....                     | Greene.          |
| Owego Academy .....                | Robinson .....        | Bryant and Stratton ..... | Kerl.            |
| Oxford Academy .....               | do Thomson .....      | do .....                  | Brown.           |
| Packer Collegiate Institute .....  | Davies .....          | .....                     | do               |
| Palatine Bridge Un. Free School .. | do .....              | Fulton and Eastman .....  | do               |
| Palmyra Classical Union School ..  | Robinson .....        | Potter and Hammond .....  | Wells.           |
| Peekskill Academy .....            | Davies .....          | Bryant and Stratton ..... | Brown.           |
| Penfield Seminary .....            | Robinson .....        | Fulton and Eastman .....  | do Kerl.         |
| Penn Yan Academy .....             | do .....              | do .....                  | Clark.           |
| Perry Academy .....                | do .....              | Bryant and Stratton ..... | Brown.           |
| Phelps Union and Classical School  | do .....              | .....                     | do Quackenbos.   |
| Phipps Union Seminary .....        | Davies, Thomson ..... | Bryant and Stratton ..... | do               |
| Pike Seminary .....                | Robinson .....        | do .....                  | Bullions.        |
| Plattsburg Academy .....           | do Greenleaf .....    | .....                     | Clark.           |
| Pompey Academy .....               | Adams, Thomson .....  | Fulton and Eastman .....  | do               |
| Port Byron Free School and Acad.   | Robinson .....        | Payson and Dunton .....   | do               |
| Prospect Academy .....             | do .....              | Bryant and Stratton ..... | Brown.           |
| Pulaski Academy .....              | do .....              | do .....                  | Clark Kerl.      |

|                                   |                          |                           |               |
|-----------------------------------|--------------------------|---------------------------|---------------|
| Trumansburgh Academy .....        | Davies .....             | Marsh .....               | Mayhew .....  |
| *Rochester Female Academy .....   | Robinson .....           | .....                     | .....         |
| Rochester Free Academy .....      | .....                    | .....                     | .....         |
| Rogersville Union Seminary .....  | Davies .....             | Fulton and Eastman .....  | Brown.        |
| Rome Academy .....                | Robinson .....           | Bryant and Stratton ..... | Clark.        |
| Rural Seminary .....              | do .....                 | Fulton and Eastman .....  | do            |
| Rushford Academy .....            | do .....                 | do .....                  | Kerl.         |
| *Sans Souci Seminary .....        | Davies .....             | .....                     | Quackenbos.   |
| St. Lawrence Academy .....        | do .....                 | Fulton and Eastman .....  | do            |
| Sauquoit Academy .....            | Robinson .....           | Bryant and Stratton ..... | Brown.        |
| Schenectady Union School .....    | Greenleaf .....          | .....                     | Bullions.     |
| Schoharie Academy .....           | Thomson .....            | Bryant and Stratton ..... | Clark, Brown. |
| Seneca Falls Academy .....        | Robinson .....           | Mayhew .....              | do            |
| Sodus Academy .....               | do .....                 | Fulton and Eastman .....  | Brown.        |
| Spencertown Academy .....         | Greenleaf, Thomson ..... | Bryant and Stratton ..... | Kerl.         |
| S. S. Seward Institute .....      | Robinson .....           | do .....                  | Brown.        |
| Starkey Seminary .....            | do .....                 | Mayhew .....              | Greene.       |
| Syracuse High School .....        | do .....                 | Fulton and Eastman .....  | Clark, Brown. |
| Troy Academy .....                | Felter .....             | Bryant and Stratton ..... | do            |
| Troy Female Seminary .....        | Davies .....             | .....                     | Bullions.     |
| Troy High School .....            | Robinson .....           | .....                     | do            |
| Trumansburgh Academy .....        | do .....                 | Mayhew .....              | Quackenbos.   |
| Unadilla Academy .....            | Thomson .....            | Bryant and Stratton ..... | Brown.        |
| Union Academy of Belleville ..... | Davies .....             | do .....                  | Clark.        |
| Union Hall Academy .....          | Greenleaf, Thomson ..... | do .....                  | do            |
|                                   |                          | Palmer                    |               |



SCHEDULE No. 11—Continued.

| ORDINARY ELEMENTARY STUDIES. |                 |                          |                     |
|------------------------------|-----------------|--------------------------|---------------------|
| NAMES OF ACADEMIES.          | Arithmetic.     | Book-keeping.            | English Grammar.    |
| Union Village Academy.....   | Robinson .....  | Bryant and Stratton..... | Bullions.           |
| Utica Academy .....          | .....           | .....                    | Greene.             |
| Vernon Academy .....         | Robinson .....  | Fulton and Eastman.....  | Bullions.           |
| Wallkill Academy .....       | Thomson .....   | Mayhew .....             | do                  |
| Walton Academy .....         | Davies .....    | do Bryant and Stratton   | Clark.              |
| Walworth Academy.....        | Robinson .....  | Potter and Hammond.....  | Brown.              |
| Warrensburgh Academy .....   | Davies .....    | Bryant and Stratton..... | Quackenbos.         |
| Warsaw Union School .....    | Robinson .....  | do .....                 | Kerl.               |
| Warwick Institute.....       | do .....        | do .....                 | Weld.               |
| Washington Academy .....     | do .....        | do .....                 | Bullions.           |
| Waterloo Union School .....  | do .....        | .....                    | Brown, Clark.       |
| Watertown High School.....   | Greenleaf.....  | .....                    | Weld, Quackenbos.   |
| Watkins Academy .....        | Robinson .....  | Bryant and Stratton..... | Clark.              |
| Waverly Institute .....      | do .....        | Mayhew .....             | do                  |
| Webster Academy .....        | do Davies ..... | Fulton and Eastman.....  | do                  |
| Westfield Academy.....       | Thomson .....   | do .....                 | Brown, Weld, Quack. |
| West Winfield Academy .....  | Robinson .....  | Bryant and Stratton..... | Clark.              |
| Whitestown Seminary .....    | do .....        | do .....                 | Kerl.               |

|                                       |                     |                               |           |
|---------------------------------------|---------------------|-------------------------------|-----------|
| Whitney's Point Union School . . .    | do . . . . .        | Fulton and Eastman . . . . .  | Clark.    |
| Wilson Collegiate Institute . . . . . | Greenleaf . . . . . | Hanaford and Pay. B. and S.   | Brown.    |
| Windsor Academy . . . . .             | do Davies . . . . . | Bryant and Stratton . . . . . | Bullions. |
| *Yates Academy . . . . .              | Robinson . . . . .  | Payson and Dunton . . . . .   | Brown.    |
| Yates Polytechnic Institute . . . . . | do . . . . .        | Mayhew . . . . .              | do Clark. |

\* Those academies marked with a \* made no report of studies in 1867; the text-books are those reported in 1866.

SCHEDULE 11—Continued.

| ORDINARY ELEMENTARY STUDIES.    |                              |                 |                    |
|---------------------------------|------------------------------|-----------------|--------------------|
| NAMES OF ACADEMIES.             | Geography.                   | Pronunciation.  | Reading.           |
| Academy at Little Falls.....    | McNally, Fitch.....          | Webster .....   | Parker and Watson. |
| Academy of Dutchess County..    | Mitchell, Colton and Fitch.. | do .....        | do Hillard.        |
| Albany Academy.....             | Cornell, Warren, Guyot ..... | Worcester ..... | Willson, Sargent.  |
| *Albany Female Seminary....     | Mitchell, Monteith.....      | Webster .....   | Parker and Watson. |
| Albion Academy.....             | Cornell .....                | do .....        | Sanders.           |
| Alfred University Acad. Dept..  | McNally .....                | do .....        | do                 |
| Ames Academy.....               | do .....                     | do .....        | do                 |
| Andes Collegiate Institute...   | do Fitch .....               | do .....        | Parker and Watson. |
| Angelica Academy.....           | Mitchell.....                | Worcester ..... | Hillard.           |
| Antwerp Liberal Literary Inst.. | McNally.....                 | Webster .....   | Parker and Watson. |
| Arcade Academy.....             | do .....                     | do .....        | Sanders.           |
| Argyle Academy .....            | Mitchell, Cornell .....      | do .....        | Parker and Watson. |
| Attica Union School.....        | McNally.....                 | do .....        | Sanders.           |
| Auburn Academic High School.    | Warren .....                 | do .....        | do [son.           |
| Augusta Academy.....            | Colton, Fitch, McNally ..... | do .....        | do Parker and Wat. |
| Aurora Academy.....             | McNally.....                 | do .....        | Parker and Watson. |
| Baldwinsville Academy.....      | do .....                     | do .....        | do                 |
| Batavia Union School .....      | do .....                     | do .....        | Sanders.           |
| Binghamton Academy .....        | do Warren .....              | do .....        | do                 |

|                                   |                         |           |                         |
|-----------------------------------|-------------------------|-----------|-------------------------|
| Brookfield Academy.....           | do                      | do        | Parker and Watson.      |
| Brooklyn Col. and Polytech. Inst. | Warren                  | do        |                         |
| Buffalo Central School.....       | do                      | Webster   |                         |
| Buffalo Female Academy.....       | Mitchell                | Worcester | Sanders.                |
| Cambridge Washington Acad....     | McNally, Colton         | Webster   | Parker and Watson.      |
| Canajoharie Academy.....          | Mitchell                | do        | Willson.                |
| Canandaigua Academy.....          | do                      | do        | Sanders.                |
| Canton Academy.....               | McNally                 | Worcester | Parker and Watson.      |
| Cary Collegiate Seminary.....     | Woodbridge              | do        |                         |
| Catskill Free Academy.....        | Warren                  | Worcester | Parker and Watson.      |
| *Cayuga Lake Academy.....         | Guyot                   | Webster   | Town.                   |
| Chamberlain Institute.....        | Colton                  | do        | Sanders.                |
| Champlain Academy.....            | Mitchell                | do        | do Parker & Watson.     |
| Chester Academy.....              | McNally                 | do        | Parker and Watson.      |
| Cincinnati Academy.....           | do                      | Worcester | do                      |
| Clarence Academy.....             | Mitchell                | Webster   | Willson, Sanders.       |
| Claverack Acad. and Hud.R. Inst.  | Cornell, Guyot          | do        | Cleveland.              |
| Clinton Academy.....              | Colton, Fitch, Mitchell | do        | Parker and Watson.      |
| Clinton Grammar School.....       | Colton                  | do        | [ders.                  |
| Clinton Liberal Institute.....    | McNally                 | Worcester | Parker, Wats'n and San- |
| Corning Free Academy.....         | do                      | Webster   | do                      |
| Cortland Academy.....             | do Monteith             | do        | do                      |
| Cortlandville Academy.....        | do Warren               | do        | do                      |
| Coxsackie Academy.....            | do                      | do        | do                      |
| Dansville Seminary.....           | Mitchell, Warren        | do        | Sanders.                |
| Delaware Academy.....             | McNally                 | do        | Parker and Watson.      |
| Delaware Literary Institute....   | do Warren               | do        | do                      |

ACADEMIES.

| ORDINARY ELEMENTARY STUDIES.     |                        |                    |                    |
|----------------------------------|------------------------|--------------------|--------------------|
| NAMES OF ACADEMIES.              | Geography.             | Pronunciation.     | Reading.           |
| Deposit Academy .....            | McNally, Cornell ..... | Webster .....      | Parker and Watson. |
| De Ruyter Institute .....        | do .....               | do .....           | do                 |
| Dundee Academy .....             | do .....               | do Worcester ..... | Sanders.           |
| East Bloomfield Academy .....    | do .....               | do .....           | do                 |
| East Genesee Conference Sem'y .. | Warren .....           | do .....           | do                 |
| Ellington Academy .....          | McNally .....          | do .....           | Parker and Watson. |
| Elmira Free Academy .....        | .....                  | do .....           | do                 |
| *Erasmus Hall Academy .....      | Cornell .....          | do .....           | McGuffey.          |
| Evans Academy .....              | Guyot .....            | Worcester .....    | Hillard.           |
| Fairfield Academy .....          | McNally .....          | Webster .....      | Parker and Watson. |
| Falley Seminary .....            | do Colton and Fitch .. | do .....           | Sanders.           |
| Wormers' Hall Academy .....      | Colton .....           | do .....           | Parker and Watson. |
| ..... Academy .....              | McNally .....          | do .....           | Sanders.           |
|                                  | do Fitch, Guyot .....  | do .....           | Parker and Watson. |
|                                  | .....                  | do .....           | Sanders.           |

|  |                                     |                 |                 |                      |
|--|-------------------------------------|-----------------|-----------------|----------------------|
| Friends' Academy .....                   | do                                  | Warren .....    | Worcester ..... | do                   |
| Friendship Academy .....                 | McNally .....                       | Warren .....    | Webster .....   | do                   |
| Genesee Valley Seminary .....            | Mitchell, Warren .....              | do              | do              | do                   |
| Genesee Wesleyan Seminary .....          | McNally, do .....                   | do              | do              | do                   |
| Genesee and Wyoming Seminary .....       | do .....                            | do              | do              | do                   |
| Genesee Academy .....                    | do                                  | Warren .....    | Worcester ..... | do                   |
| Geneva Classical and Union School .....  | do                                  | Colton .....    | Webster .....   | Sanders.             |
| Gilbertsville Acad. and Col. Inst. ..... | do                                  | do              | Worcester ..... | do                   |
| Glen's Falls Academy .....               | do                                  | Monteith .....  | Webster .....   | do                   |
| Gloversville Union Seminary .....        | Colton and Fitch .....              | do              | do              | Parker and Watson.   |
| Gouverneur Wesleyan Seminary .....       | McNally .....                       | do              | do              | do                   |
| Grammar School of Madison Univ. .....    | .....                               | do              | Worcester ..... | do                   |
| Greenville Academy .....                 | Colton and Fitch .....              | do              | Webster .....   | Sanders.             |
| Griffith Institute .....                 | Mitchell .....                      | do              | do              | Parker and Watson.   |
| Groton Academy .....                     | McNally .....                       | do              | Worcester ..... | Sanders, McElligott. |
| Halfmoon Academy .....                   | Smith, Colton and Fitch .....       | do              | Webster .....   | Parker and Watson.   |
| *Hartford Academy .....                  | Colton, Fitch .....                 | do              | do              | do                   |
| Hartwick Seminary .....                  | McNally, Colton and Fitch .....     | do              | do              | do                   |
| Holley Academy .....                     | Cornell .....                       | do              | do              | Sanders.             |
| *Hoosick Falls Union School .....        | McNally, Monteith, C. & Fitch ..... | do              | do              | Parker and Watson.   |
| Hudson Academy .....                     | Colton .....                        | do              | do              | Sanders.             |
| Hungerford Collegiate Institute .....    | McNally, Warren .....               | do              | do              | Parker and Watson.   |
| Huntington Union School .....            | Warren, Guyot .....                 | do              | do              | Willson.             |
| Ithaca Academy .....                     | McNally .....                       | Worcester ..... | Worcester ..... | Sanders.             |
| Jamestown Union Sch'l & Coll. Ins. ..... | Warren .....                        | Webster .....   | Webster .....   | do                   |
| Johnstown Academy .....                  | McNally .....                       | do              | do              | Parker and Watson.   |
| Jonesville Academy .....                 | Colton .....                        | do              | do              | do                   |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.               | ORDINARY ELEMENTARY STUDIES.                           |                 |                    |
|-----------------------------------|--|-----------------|--------------------|
|                                   | Geography.   | Pronunciation.  | Reading.           |
| *Jordan Academy.....              | Colton and Fitch, Monteith,<br>Mitchell, McNally ..... | Webster .....   | Parker and Watson. |
| Keeseville Academy .....          | McNally, Monteith .....                                | do .....        | do                 |
| Kinderhook Academy .....          | do .....   | do .....        | do                 |
| Kingston Academy .....            | .....  | do .....        | do                 |
| Knoxville Academy .....           | Colton and Fitch .....                                 | do .....        | Sanders.           |
| Lausingsburgh Academy .....       | do Monteith ..   | do .....        | Parker and Watson. |
| Lawrenceville Academy .....       | McNally .....  | Worcester ..... | do                 |
| Leavenworth Institute .....       | do .....   | Webster .....   | do                 |
| Le Roy Academic Institute .....   | do Monteith .....                                      | do Worcester .. | Hillard.           |
| Liberty Normal Institute .....    | Cornell .....  | do .....        | Sanders, Webb.     |
| Lockport Union School .....       | NcNally, Fitch .....                                   | do .....        | do                 |
| Lowville Academy .....            | do Warren .....  | do .....        | do                 |
| Lyons Union School .....          | Warren .....   | .....           | do                 |
| Macedon Academy .....             | Mitchell, Warren .....                                 | Webster .....   | Parker and Watson. |
| Manlius Academy .....             | McNally .....  | do .....        | do                 |
| Marathon Academy .....            | do .....   | do .....        | do                 |
| Marion Collegiate Institute ..... | Mitchell, Fitch .....                                  | do .....        | do                 |

|                                    |                         |       |           |            |                    |
|------------------------------------|-------------------------|-------|-----------|------------|--------------------|
| Medina Academy .....               | McNally .....           | ..... | .....     | .....      | do                 |
| Mexico Academy .....               | do Warren, Guyot .....  | ..... | do        | .....      | Willson.           |
| Middlebury Academy .....           | do do .....             | ..... | do        | .....      | Parker and Watson. |
| Monroe Academy .....               | do do .....             | ..... | do        | .....      | do                 |
| Montgomery Academy .....           | Mitchell, Cornell ..... | ..... | do        | .....      | Willson.           |
| Monticello Academy .....           | McNally .....           | ..... | do        | .....      | Parker and Watson. |
| Moravia Institute .....            | do .....                | ..... | do        | .....      | do                 |
| Mount Morris Union Free School     | Mitchell .....          | ..... | do        | .....      | Sanders.           |
| *Mount Pleasant Academy .....      | McNally .....           | ..... | do        | .....      | do Webb.           |
| Munro Collegiate Institute .....   | Colton and Fitch .....  | ..... | do        | Worcester. | Parker and Watson. |
| Naples Academy .....               | McNally, Warren .....   | ..... | do        | .....      | Sanders.           |
| Newark Union Free School .....     | do Guyot .....          | ..... | do        | .....      | Parker and Watson. |
| New Berlin Academy .....           | do .....                | ..... | do        | .....      | Sanders.           |
| New Paltz Academy .....            | Guyot .....             | ..... | do        | .....      | do                 |
| New York Central Academy .....     | McNally, Warren .....   | ..... | Worcester | .....      | Parker and Watson. |
| New York Conf. Sem. and Col. Inst. | Cornell .....           | ..... | Webster   | .....      | Sanders, Willson.  |
| North Granville Ladies' Seminary   | Mitchell .....          | ..... | .....     | .....      | Parker and Watson. |
| *North Hebron Institute .....      | Cornell, Olney .....    | ..... | Webster   | .....      | Sanders.           |
| Norwich Academy .....              | McNally .....           | ..... | do        | .....      | do                 |
| Ogdensburg Educational Inst. ..    | do Fitch .....          | ..... | do        | .....      | Parker and Watson. |
| Olean Academy .....                | Mitchell .....          | ..... | do        | .....      | Sanders, Willson.  |
| Oneida Seminary .....              | McNally .....           | ..... | do        | .....      | do                 |
| Oneida Conference Seminary .....   | Mitchell .....          | ..... | .....     | .....      | do                 |
| Onondaga Academy .....             | McNally .....           | ..... | Spencer   | .....      | Parker and Watson. |



SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                        | ORDINARY ELEMENTARY STUDIES.        |                        |                          |
|--|-------------------------------------|------------------------|--------------------------|
|  | Geography.                          | Pronunciation.         | Reading.                 |
| Ontario Female Seminary . . . . .          | McNally, Colton and Fitch . . . . . | Webster . . . . .      | Parker and Wat'n, Bible. |
| Oswego High School . . . . .               | Guyot . . . . .                     | do . . . . .           | Shakespeare, Sanders.    |
| Owego Academy . . . . .                    | McNally . . . . .                   | do Worcester . . . . . | Parker and Watson.       |
| Oxford Academy . . . . .                   | Cornell . . . . .                   | do do . . . . .        | Sanders.                 |
| Packer Collegiate Institute . . . . .      | Fitch . . . . .                     | . . . . .              |                          |
| Palatine Bridge Un. Free School . . . . .  | McNally, Colton and Fitch . . . . . | Worcester . . . . .    | Willson.                 |
| Palmyra Classical and Un. School . . . . . | do . . . . .                        | Webster . . . . .      | Parker and Watson.       |
| Peekskill Academy . . . . .                | Warren . . . . .                    | do . . . . .           | do Cleveland.            |
| Penfield Seminary . . . . .                | McNally, Colton and Fitch . . . . . | do . . . . .           | Town.                    |
| Penn Yan Academy . . . . .                 | do . . . . .                        | do . . . . .           | Sanders.                 |
| Perry Academy . . . . .                    | do Warren . . . . .                 | do . . . . .           | Parker and Watson.       |
| Phelps Union and Classical Sch'l . . . . . | do . . . . .                        | do . . . . .           | do                       |
| Phipps Union Seminary . . . . .            | Cornell . . . . .                   | do . . . . .           |                          |
| Pike Seminary . . . . .                    | McNally, Fitch . . . . .            | do . . . . .           | Parker and Watson.       |
| Plattsburgh Academy . . . . .              | Colton . . . . .                    | do . . . . .           | do                       |
| Danvers Academy . . . . .                  | do McNally . . . . .                | do . . . . .           | do                       |

|                               |                          |                 |           |                    |
|-------------------------------|--------------------------|-----------------|-----------|--------------------|
| Prospect Academy.....         | Colton and Fitch.....    | do              | Worcester | do                 |
| Pulaski Academy.....          | McNally .....            | do              | .....     | do                 |
| Red Creek Union Seminary..... | Warren .....             | do              | .....     | Parker and Watson. |
| *Richburgh Academy.....       | McNally .....            | do              | .....     | Sanders, Willson.  |
| *Rochester Female Academy..   | do Warren .....          | .....           | .....     | do                 |
| Rochester Free Academy.....   | Ritter.....              | Webster.....    | .....     | .....              |
| Rogersville Union Seminary... | McNally .....            | do              | .....     | Parker and Watson. |
| Rome Academy.....             | do Colton.....           | Worcester ..... | .....     | do                 |
| Rural Seminary.....           | do .....                 | Webster.....    | .....     | Sanders.           |
| Rushford Academy .....        | Cornell .....            | do              | .....     | Parker and Watson. |
| *Sans Souci Seminary.....     | do Colton, Mitchell..... | do              | .....     | do                 |
| St. Lawrence Academy.....     | McNally .....            | .....           | .....     | do                 |
| Sanquoit Academy.....         | Colton and Fitch .....   | Webster.....    | .....     | do Willson.        |
| Schenectady Union School....  | .....                    | do              | .....     | Milton, Thompson.  |
| Schoharie Academy.....        | McNally, Mitchell.....   | do              | .....     | Sanders.           |
| Seneca Falls Academy.....     | Cornell, Fitch.....      | Worcester ..... | .....     | do                 |
| Sodus Academy.....            | McNally .....            | Webster.....    | .....     | Parker and Watson. |
| Spencertown Academy .....     | do Guyot .....           | .....           | .....     | Sanders.           |
| S. S. Seward Institute.....   | Cornell .....            | Webster.....    | .....     | do                 |
| Starkey Seminary.....         | McNally .....            | do              | .....     | do                 |
| Syracuse High School .....    | do .....                 | do              | .....     | .....              |
| Troy Academy.....             | do Warren .....          | Walker .....    | .....     | Parker and Watson. |
| Troy Female Seminary.....     | Woodbridge, Willard..... | Worcester ..... | .....     | Shakespeare, etc.  |
| Troy High School.....         | Warren, Mitchell.....    | .....           | .....     | Parker and Watson. |
| Trumansburgh Academy.....     | McNally .....            | Webster.....    | .....     | Sanders.           |

SCHEDULE No. 11—Continued.

| ORDINARY ELEMENTARY STUDIES.  |                             |                 |                    |
|-------------------------------|-----------------------------|-----------------|--------------------|
| NAMES OF ACADEMIES.           | Geography.                  | Pronunciation.  | Reading.           |
| Unadilla Academy.....         | McNally, Colton and Fitch.. | Webster.....    | Sanders.           |
| Union Academy of Belleville.. | do Warren.....              | Quackenbos..... | Parker and Watson. |
| Union Hall Academy.....       | do Guyot .....              | Webster.....    | do                 |
| Union Village Academy.....    | Pierson, Fitch.....         | do .....        | Sanders.           |
| Utica Academy.....            | Mitchell.....               | do .....        | do Milton.         |
| Vernon Academy.....           | McNally .....               | do .....        | do Park.and Wat'n. |
| Wallkill Academy.....         | do .....                    | do .....        | Parker and Watson. |
| Walton Academy.....           | do .....                    | do .....        | do                 |
| Walworth Academy.....         | do [Warren                  | do .....        | Sanders.           |
| Warrensburgh Academy.....     | do Colton and Fitch,        | do .....        | Parker and Watson. |
| Warsaw Union School.....      | Colton .....                | do .....        | Town.              |
| Warwick Institute.....        | Mitchell, Guyot .....       | do .....        | Parker and Watson. |
| Washington Academy.....       | Colton and Fitch, McNally.. | do .....        | Sanders.           |
| Waterloo Union School.....    | do Mitchell..               | do .....        | Parker and Watson. |
| Watertown High School.....    | McNally .....               | do .....        | do                 |
| Watkins Academy.....          | Ritter .....                | Worcester ..... | Sanders.           |
| Waverly Instituto.....        | McNally .....               | Webster .....   | do                 |
| Webster Academy.....          | do .....                    | do .....        | do Willson.        |

|                                 |    |              |    |       |
|---------------------------------|----|--------------|----|-------|
| West Winfield Academy.....      | do | .....        | do | ..... |
| Whitestown Seminary .....       | do | Warren ..... | do | ..... |
| Whitney Point Union School..    | do | .....        | do | ..... |
| Wilson Collegiate Institute...  | do | .....        | do | ..... |
| Windsor Academy.....            | do | .....        | do | ..... |
| Yates Academy.....              | do | .....        | do | ..... |
| Yates Polytechnic Institute.... | do | .....        | do | ..... |

• These academies marked with a • made no report of studies in 1867 ; the text-books are those reported in 1866.

SCHEDULE No. 11--Continued.

| NAMES OF ACADEMIES.                 | MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                |            |
|-------------------------------------|--|----------------|------------|
|                                     | Algebra.   | Astronomy.     | Geometry.  |
| Academy at Little Falls .....       | Greenleaf.....   | Smith.....     | Greenleaf. |
| Academy of Dutchess County.....     | Thomson .....  | Comstock.....  |            |
| Albany Academy.....                 | Loomis .....   | Draper .....   | Loomis.    |
| Albany Female Seminary .....        | Robinson .....   | Burritt .....  |            |
| Albion Academy.....                 | do .....   | .....          | Robinson.  |
| Alfred University Acad. Dep't ..... | do .....   | .....          | do.        |
| Ames Academy.....                   | Davies .....   | Robinson ..... | Davies.    |
| Andes Collegiate Institute .....    | Robinson .....   | Mattison ..... | Loomis.    |
| Angelica Academy.....               | Davies' Bourdon.....                                       | .....          | Davies.    |
| Antwerp Liberal Literary Inst.....  | Davies .....   | Burritt.....   | do         |
| Arcade Academy .....                | Robinson .....   | Mattison ..... | Robinson.  |
| Argyle Academy .....                | do .....   | .....          | Davies.    |
| Attica Union School.....            | do .....   | .....          | do         |
| Auburn Academic High School .....   | do .....   | .....          | Robinson.  |
| Augusta Academy .....               | do .....   | .....          | Davies.    |
| Aurora Academy .....                | do .....   | .....          |            |
| Baldwinsville Academy.....          | do .....   | Mattison ..... | Davies.    |
| Batavia Union School.....           | do .....   | do .....       | do         |
| Binghamton Academy .....            | do .....   | do .....       | Robinson.  |
|                                     |  | Burritt .....  |            |

|                                    |           |            |                    |
|------------------------------------|-----------|------------|--------------------|
| Buffalo Central School.....        | Davies    | Burrill    | Davies             |
| Buffalo Female Academy .....       | Robinson  | do         | do                 |
| Cambridge Washington Academy ..... | Davies    | do         | do                 |
| Canajoharie Academy.....           | Robinson  | Smith      | Robinson.          |
| Canandaigua Academy.....           | do        | Olmsted    | Davies.            |
| Canton Academy .....               | do        | .....      | do                 |
| Cary Collegiate Seminary.....      | Davies    | Burrill    | do                 |
| Catskill Free Academy .....        | Loomis    | .....      | Robinson.          |
| *Cayuga Lake Academy .....         | Davies    | Burrill    | Davies.            |
| Chamberlain Institute .....        | do        | .....      | Robinson.          |
| Champlain Academy .....            | do        | .....      | Davies.            |
| Chester Academy.....               | do        | Brocklesby | do                 |
| Cincinnatus Academy.....           | do        | .....      | do                 |
| Clarence Academy.....              | do        | .....      | Playfair's Euclid. |
| Claverack Acad. and Hud. R. Inst.  | Day       | Burrill    |                    |
| Clinton Academy.....               | Davies    | .....      |                    |
| Clinton Grammar School.....        | Robinson  | Olmsted    | Robinson.          |
| Clinton Liberal Institute.....     | do        | Burrill    | do                 |
| Corning Free Academy.....          | do        | .....      | do                 |
| Cortland Academy.....              | do        | Mattison   | Davies.            |
| Cortlandville Academy .....        | Davies    | do         | do                 |
| Coxsackie Academy.....             | do        | Burrill    | do                 |
| Dansville Seminary .....           | Davies    | .....      | Robinson.          |
| Delaware Academy .....             | do        | .....      | Loomis.            |
| Delaware Literary Institute .....  | Greenleaf | Loomis     | Greenleaf.         |

SCHEDULE No. 11—Continued.

| MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                        |                         |           |
|--|------------------------|-------------------------|-----------|
| NAMES OF ACADEMIES.  | Algebra.               | Astronomy.              | Geometry. |
| Deposit Academy .....                                      | Robinson, Davies ..... | Smith .....             | Robinson. |
| De Ruyter Institute .....                                  | do .....               | .....                   | Davies.   |
| Dundee Academy .....                                       | do .....               | .....                   | Robinson. |
| East Bloomfield Academy .....                              | do .....               | .....                   | Davies.   |
| East Genesee Conference Sem'y ..                           | do .....               | .....                   | do        |
| Ellington Academy .....                                    | do .....               | .....                   | Robinson. |
| Elmira Free Academy .....                                  | do .....               | Burritt, Mattison ..... | Davies.   |
| *Erasmus Hall Academy .....                                | Ray .....              | .....                   | do        |
| Evans Academy .....  | Robinson, Davies ..... | Olmsted .....           |           |
| Fairfield Academy .....                                    | do .....               | Burritt .....           | Davies.   |
| Falley Seminary .....                                      | do .....               | do Mattison .....       | do        |
| *Farmers' Hall Academy .....                               | do .....               | .....                   |           |
| Forestville Free Academy .....                             | do .....               | .....                   | Davies.   |
| Fort Covington Academy .....                               | do Davies .....        | Olmsted .....           | Loomis.   |
| Fort Edward Collegiate Institute ..                        | do .....               | Burritt .....           | Davies.   |
| Fort Plain Sem. & Fem. Col. Inst. ..                       | do .....               | Mattison .....          | do        |
| Franklin Academy, Malone .....                             | Davies .....           | Olmsted .....           | Loomis.   |
| Franklin Academy, Prattsburg .....                         | Robinson .....         | Burritt .....           | Davies.   |
| Fredonia Academy .....                                     | do .....               | Snell's Olmsted .....   | do        |

|                                    |                     |                   |            |
|------------------------------------|---------------------|-------------------|------------|
| Genesee Valley Seminary            | do                  | do                | do         |
| Genesee Wesleyan Seminary          | Robinson            | Brocklesby        | do         |
| Genesee and Wyoming Seminary       | do                  | do                | do         |
| Genesee Academy                    | do                  | Brocklesby        | do         |
| Geneva Classical & Union School    | do                  | Smith             | do         |
| Gilbertsville Acad. and Col. Inst. | do                  | do                | Robinson.  |
| Glen's Falls Academy               | do                  | Burritt           | Davies.    |
| Gloversville Union Seminary        | do                  | do                | do         |
| Gouverneur Wesleyan Seminary       | Loomis              | do Mattison       | Loomis.    |
| Grammar School of Madison Univ.    | Davies              | do                | do         |
| Greenville Academy                 | Robinson            | Burritt           | Davies.    |
| Griffith Institute                 | do                  | Mattison          | do         |
| Groton Academy                     | do                  | Robinson          | Robinson.  |
| Halfmoon Academy                   | Stoddard and Henkle | Smith             | Davies.    |
| *Hartford Academy                  | Robinson            | Burritt           | do         |
| Hartwick Seminary                  | Davies              | do                | do         |
| Holley Academy                     | Robinson            | do                | do         |
| *Hoosick Falls Union School        | do Davies           | do                | do         |
| Hudson Academy                     | do                  | do                | Robinson.  |
| Hungerford Collegiate Institute    | do Bourdon          | Burritt, Mattison | Davies.    |
| Huntington Union School            | Greenleaf           | do                | Greenleaf. |
| Ithaca Academy                     | Robinson            | Mattison          | Davies.    |
| Jamestown Un. School & Col. Inst.  | do                  | do                | Robinson.  |
| Johnstown Academy                  | Davies              | Burritt           | Davies.    |
| Jonesville Academy                 | Robinson            | do                | do         |



SCHEDULE No. 11—Continued.

| MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                           |                         |           |
|--|---------------------------|-------------------------|-----------|
| NAMES OF ACADEMIES.  | Algebra.                  | Astronomy.              | Geometry. |
| Jordan Academy .....                                       | do .....                  | .....                   | Loomis.   |
| Keeseville Academy .....                                   | do .....                  | .....                   | Davies.   |
| Kinderhook Academy .....                                   | Davies .....              | .....                   | Davies.   |
| Kingston Academy .....                                     | Stoddard and Henkle ..... | .....                   | do        |
| Knoxville Academy .....                                    | Robinson .....            | .....                   | Robinson. |
| Lansingburgh Academy .....                                 | do .....                  | Mattison .....          | Loomis.   |
| Lawrenceville Academy .....                                | do .....                  | .....                   | Davies.   |
| Leavenworth Institute .....                                | do .....                  | .....                   | Robinson. |
| Le Roy Academic Institute .....                            | do .....                  | .....                   | Davies.   |
| Liberty Normal Institute .....                             | Stoddard and Henkle ..... | Smith, Brocklesby ..... | Robinson. |
| Lockport Union School .....                                | Robinson .....            | Mattison .....          | Davies.   |
| Lowville Academy .....                                     | do .....                  | Robinson .....          | do        |
| Lyons Union School .....                                   | do .....                  | .....                   | do        |
| Macedon Academy .....                                      | do .....                  | Burrill, Mattison ..... | do        |
| Manlius Academy .....                                      | Davies .....              | .....                   | Loomis.   |
| Marathon Academy .....                                     | do Robinson .....         | .....                   | Davies.   |
| Marion Collegiate Institute .....                          | do .....                  | Mattison .....          | do        |
| *Marshall Seminary of Easton .....                         | Robinson .....            | .....                   | do        |
| Mechanicville Academy .....                                | Davies .....              | Mattison, Burrill ..... | Loomis.   |

|                                       |           |        |                   |                  |           |
|---------------------------------------|-----------|--------|-------------------|------------------|-----------|
| Monroe Academy.....                   | do        | .....  | .....             | .....            | do        |
| Montgomery Academy.....               | Robinson  | .....  | .....             | .....            | do        |
| Monticello Academy.....               | do        | .....  | .....             | .....            | do        |
| Moravia Institute.....                | Davies    | .....  | .....             | .....            | do        |
| Mount Morris Union Free School.....   | Robinson  | .....  | .....             | .....            | Loomis.   |
| *Mount Pleasant Academy.....          | Davies    | .....  | .....             | .....            | Davies.   |
| Munro Collegiate Institute.....       | Robinson  | .....  | .....             | .....            | Robinson. |
| Naples Academy.....                   | do        | .....  | .....             | .....            | Davies.   |
| Newark Union Free School.....         | do        | .....  | .....             | .....            | do        |
| New Berlin Academy.....               | do        | .....  | .....             | .....            | do        |
| New Paltz Academy.....                | do        | .....  | .....             | .....            | Robinson. |
| New York Central Academy.....         | do        | .....  | .....             | .....            | Davies.   |
| New York Conference Seminary.....     | do        | .....  | .....             | .....            | do        |
| North Granville Ladies' Seminary..... | Greenleaf | .....  | .....             | .....            | Loomis.   |
| *North Hebron Institute.....          | .....     | .....  | .....             | .....            | do        |
| Norwich Academy.....                  | Robinson  | .....  | .....             | .....            | Davies.   |
| Ogdensburgh Educational Inst.....     | do        | Davies | .....             | .....            | do        |
| Olean Academy.....                    | do        | .....  | .....             | .....            | Robinson. |
| Oneida Seminary.....                  | do        | .....  | .....             | .....            | Loomis.   |
| Oneida Conference Seminary.....       | do        | .....  | .....             | .....            | Davies.   |
| Onondaga Academy.....                 | Davies    | .....  | .....             | .....            | do        |
| Ontario Female Seminary.....          | Robinson  | .....  | .....             | .....            | do        |
| Oswego High School.....               | do        | .....  | .....             | .....            | do        |
| Owego Academy.....                    | do        | .....  | .....             | .....            | do        |
|                                       |           |        | Burritt           | .....            |           |
|                                       |           |        | Smith             | .....            |           |
|                                       |           |        | Mattison          | .....            |           |
|                                       |           |        | Burritt, Robinson | .....            |           |
|                                       |           |        | Mattison          | .....            |           |
|                                       |           |        | Burritt           | .....            |           |
|                                       |           |        | do                | .....            |           |
|                                       |           |        | Olmsted           | .....            |           |
|                                       |           |        | Burritt           | .....            |           |
|                                       |           |        | Mattison          | .....            |           |
|                                       |           |        | Burritt           | .....            |           |
|                                       |           |        | do                | .....            |           |
|                                       |           |        | Mattison          | .....            |           |
|                                       |           |        | do                | Olmsted, Burritt |           |
|                                       |           |        | Brocklesby        | .....            |           |
|                                       |           |        | Mattison, Loomis  | .....            |           |

SCHEDULE No. 11—Continued.

ACADEMIES.

| NAMES OF ACADEMIES.               | MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                         |           |
|-----------------------------------|--|-------------------------|-----------|
|                                   | Algebra.   | Astronomy.              | Geometry. |
| Oxford Academy .....              | Robinson .....   | Olmsted .....           | Davies.   |
| Packer Collegiate Institute ..... | do .....   | Eaton, Olmsted .....    | Loomis.   |
| Palatine Bridge Union F. School.  | Davies .....   | .....                   | Davies.   |
| Palmyra Classical Union School .. | Robinson .....   | .....                   | do        |
| Peekskill Academy .....           | Davies .....   | Mattison .....          | Loomis.   |
| Penfield Seminary .....           | Robinson .....   | .....                   | Davies.   |
| Penn Yan Academy .....            | do .....   | Burritt .....           | do        |
| Perry Academy .....               | do .....   | do .....                | Robinson. |
| Phelps Union and Classical School | do .....   | .....                   | Davies.   |
| Phipps Union Seminary .....       | Davies .....   | Burritt, Mattison ..... | do        |
| Pike Seminary .....               | Robinson .....   | do .....                | do        |
| Plattsburgh Academy .....         | do .....   | Brocklesby .....        | do        |
| Pompey Academy .....              | do .....   | Mattison .....          | do        |
| Port Byron Free School and Acad.  | do .....   | Burritt .....           | Robinson. |
| Prospect Academy .....            | do .....   | .....                   | Davies.   |
| Pulaski Academy .....             | do .....   | .....                   | Robinson. |
| Red Creek Union Seminary .....    | do .....   | .....                   |           |

|                                   |                  |                       |                 |
|-----------------------------------|------------------|-----------------------|-----------------|
| Rochester Free Academy .....      | do .....         | Brocklesby .....      | do .....        |
| Rogersville Union Seminary .....  | Davies .....     | Burritt .....         | Davies.         |
| Rome Academy .....                | Robinson .....   | Mattison .....        | Robinson.       |
| Rural Seminary .....              | Davies .....     | Loomis .....          | Davies.         |
| Rushford Academy .....            | Robinson .....   | Mattison .....        |                 |
| *Sans Souci Seminary .....        | Davies .....     | Burritt .....         | Davies.         |
| St. Lawrence Academy .....        | Robinson .....   | Olmsted .....         | Loomis.         |
| Sauquoit Academy .....            | do .....         | .....                 | Davies, Loomis. |
| Schenectady Union School .....    | Davies .....     | .....                 | do              |
| Schoharie Academy .....           | do Thomson ..... | Mattison .....        | do              |
| Seneca Falls Academy .....        | Robinson .....   | Burritt .....         | do              |
| Sodus Academy .....               | do .....         | Mattison .....        | do              |
| Spencertown Academy .....         | do Davies .....  | Burritt .....         | do              |
| S. S. Seward Institute .....      | do .....         | Robinson .....        | Robinson.       |
| Starkey Seminary .....            | do .....         | Smith .....           | do              |
| Syracuse High School .....        | Davies .....     | .....                 | Davies.         |
| Troy Academy .....                | do .....         | Smith .....           | do              |
| Troy Female Seminary .....        | do .....         | Brocklesby .....      | do              |
| Troy High School .....            | Robinson .....   | do .....              | do              |
| Trumansburgh Academy .....        | do .....         | Mattison .....        | do              |
| Unadilla Academy .....            | do .....         | Burritt .....         | do              |
| Union Academy of Belleville ..... | Davies .....     | Mattison .....        | do              |
| Union Hall Academy .....          | Benedict .....   | Olmsted, Loomis ..... | do              |
| Union Village Academy .....       | Robinson .....   | Mattison .....        | do              |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.        | MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                  |           |
|----------------------------|--|------------------|-----------|
|                            | Algebra.   | Astronomy.       | Geometry. |
| Utica Academy.....         | Robinson .....   | Brocklesby ..... | Davies.   |
| Vernon Academy.....        | do .....   | .....            | .....     |
| Wallkill Academy.....      | Davies .....   | Burritt .....    | Davies.   |
| Walton Academy.....        | Robinson .....   | .....            | Loomis.   |
| Walworth Academy.....      | do .....   | .....            | .....     |
| Warrensburgh Academy.....  | do .....   | Smith.....       | Loomis.   |
| Warsaw Union School.....   | do .....   | Burritt .....    | Davies.   |
| Warwick Institute.....     | do .....   | .....            | Robinson. |
| Washington Academy .....   | Davies .....   | Mattison .....   | Davies.   |
| Waterloo Union School..... | Robinson .....   | .....            | Loomis.   |
| Watertown High School..... | do .....   | Brocklesby ..... | .....     |
| Watkins Academy.....       | do .....   | Smith.....       | Davies.   |
| Waverly Institute.....     | do .....   | Mattison .....   | Robinson. |
| Webster Academy.....       | do Davies .....  | Parker .....     | Davies.   |
| Westfield Academy.....     | do .....   | Mattison .....   | do        |

|                                    |    |              |               |           |
|------------------------------------|----|--------------|---------------|-----------|
| Whitestown Seminary.....           | do | .....        | Burrill ..... | Robinson. |
| Whitney's Point Union School ..... | do | .....        | do .....      | Davies.   |
| Wilson Collegiate Institute.....   | do | .....        | .....         | Robinson. |
| Windsor Academy.....               | do | .....        | .....         | Davies.   |
| Yates Academy.....                 | do | Davies ..... | .....         | do        |
| Yates Polytechnic Institute.....   | do | .....        | Burrill ..... | Davies.   |

• Those academies marked with a \* made no report of studies in 1867 ; the text-books are those reported in 1866.

SCHEDULE No. 11—Continued.

| MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                                       |                      |                         |               |
|--|---------------------------------------|----------------------|-------------------------|---------------|
| NAMES OF ACADEMIES.  | Geometry, analytical and descriptive. | Natural Philosophy.  | Surveying and Leveling. | Trigonometry. |
| Academy at Little Falls .....                              | .....                                 | Norton, Porter ..... | Davies .....            | Davies.       |
| Academy of Dutchess County .....                           | .....                                 | Comstock .....       | Flint .....             |               |
| Albany Academy .....                                       | Loomis .....                          | Draper .....         | Loomis .....            | Loomis.       |
| *Albany Female Seminary .....                              | .....                                 | Olmsted .....        | .....                   |               |
| Albion Academy .....                                       | .....                                 | Wells .....          | Robinson .....          | Robinson.     |
| Alfred University Acad. Dep't. ....                        | Robinson .....                        | do .....             | do .....                | do            |
| Ames Academy .....   | Davies .....                          | .....                | .....                   |               |
| Andes Collegiate Institute .....                           | .....                                 | Peck's Ganot .....   | .....                   |               |
| Angelica Academy .....                                     | Davies .....                          | Wells .....          | Davies .....            | Davies.       |
| Antwerp Liberal Literary Institute ..                      | .....                                 | Peck's Ganot .....   | .....                   |               |
| Arcade Academy .....                                       | .....                                 | Wells .....          | .....                   | Robinson.     |
| Argyle Academy .....                                       | .....                                 | Quackenbos .....     | .....                   |               |
| Attica Union School .....                                  | .....                                 | do .....             | .....                   |               |
| Auburn Academic High School .....                          | .....                                 | Peck's Ganot .....   | .....                   |               |
| Augusta Academy .....                                      | .....                                 | .....                | .....                   |               |
| Aurora Academy .....                                       | .....                                 | Parker .....         | .....                   |               |
| Baldwinsville Academy .....                                | .....                                 | Wells .....          | .....                   |               |
| Batavia Union School .....                                 | .....                                 | Quackenbos .....     | Davies .....            | Davies.       |
| Binghamton Academy .....                                   | .....                                 | Wells .....          | .....                   | Robinson.     |

|                                       |              |                              |                 |            |
|---------------------------------------|--------------|------------------------------|-----------------|------------|
| Brookfield Academy .....              | Davies ..... | Parker .....                 | Lectures .....  | Davies.    |
| Brooklyn Collegiate and Poly. Inst. . | .....        | Peck's Ganot .....           | .....           | do         |
| Buffalo Central School .....          | .....        | Wells .....                  | .....           | do         |
| Buffalo Female Academy .....          | .....        | Parker .....                 | .....           | do         |
| Cambridge Washington Academy ..       | .....        | Quackenbos .....             | Davies .....    | do         |
| Canajoharie Academy .....             | .....        | Wells .....                  | .....           | .....      |
| Canandaigua Academy .....             | .....        | do .....                     | Davies .....    | Davies.    |
| Canton Academy .....                  | .....        | Parker .....                 | .....           | .....      |
| Cary Collegiate Seminary .....        | .....        | Quackenbos .....             | .....           | .....      |
| Catskill Free Academy .....           | .....        | Parker .....                 | .....           | Robinson.  |
| *Cayuga Lake Academy .....            | .....        | Quackenbos .....             | Loomis .....    | Loomis.    |
| Champlain Academy .....               | .....        | Parker .....                 | .....           | .....      |
| Chamberlain Institute .....           | .....        | Wells .....                  | Davies .....    | Davies.    |
| Chester Academy .....                 | .....        | Peck's Ganot .....           | do .....        | do         |
| Cincinnatus Academy .....             | .....        | Wells .....                  | do .....        | do         |
| Clarence Academy .....                | .....        | Peck's Ganot .....           | do .....        | do         |
| Claverack Acad. and Hud. Riv. Inst. . | .....        | Parker .....                 | do Gillespie .. | do         |
| Clinton Academy .....                 | .....        | Quackenbos .....             | .....           | Robinson.  |
| Clinton Grammar School .....          | .....        | Wells .....                  | .....           | do         |
| Clinton Liberal Institute .....       | .....        | Quackenbos .....             | Robinson .....  | .....      |
| Corning Free Academy .....            | .....        | Peck's Ganot .....           | .....           | .....      |
| Cortland Academy .....                | Davies ..... | Parker .....                 | Davies .....    | Davies.    |
| Cortlandville Academy .....           | .....        | Wells .....                  | Gillespie ..... | do         |
| Coxsackie Academy .....               | Davies ..... | Parker .....                 | Davies .....    | do         |
| Dansville Seminary .....              | .....        | Peck's Ganot .....           | .....           | Robinson.  |
| Delaware Academy .....                | .....        | Wells .....                  | Loomis .....    | Loomis.    |
| Delaware Literary Institute .....     | Church ..... | Peck's Ganot, Silliman ..... | Gillespie ..... | Greenleaf. |



SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                   | MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                     |                         |               |
|---------------------------------------|--|---------------------|-------------------------|---------------|
|                                       | Geometry, analytical and descriptive.                      | Natural Philosophy. | Surveying and Leveling. | Trigonometry. |
| Deposit Academy.....                  | .....  | Wells.....          | .....                   | Davies.       |
| De Ruyter Institute.....              | .....  | Peck's Ganot.....   | .....                   | Robinson.     |
| Dundee Academy.....                   | .....  | Wells.....          | .....                   | Davies.       |
| East Bloomfield Academy.....          | Loomis .....   | do .....            | Davies .....            | do            |
| East Genesee Conference Sem'y.....    | .....  | Peck's Ganot.....   | .....                   |               |
| Ellington Academy .....               | .....  | .....               | .....                   |               |
| Elmira Free Academy.....              | Davies .....   | .....               | .....                   |               |
| *Erasmus Hall Academy.....            | .....  | .....               | .....                   |               |
| Evans Academy .....                   | .....  | Wells.....          | .....                   | Davies.       |
| Fairfield Academy.....                | Davies .....   | Gray .....          | Gillespie .....         | do            |
| Falley Seminary.....                  | do .....   | Peck's Ganot.....   | Smyth, Davies.....      |               |
| *Farmers' Hall Academy.....           | .....  | Parker .....        | .....                   | Davies.       |
| Forestville Free Academy .....        | .....  | Wells.....          | .....                   |               |
| Fort Covington Academy .....          | .....  | do .....            | .....                   |               |
| Fort Edward Collegiate Institute..... | .....  | Quackenbos.....     | Davies .....            |               |
| Fort Plain Sem. and Fem. Col. Inst.   | .....  | Wells.....          | .....                   |               |
| Franklin Academy, Malone.....         | .....  | Peck's Ganot.....   | .....                   |               |
| Franklin Academy, Prattsburgh.....    | .....  | Wells.....          | Davies .....            | Davies.       |
| Fredonia Academy.....                 | .....  | do .....            | Gillespie .....         |               |

| ..... Academy .....                      | ..... .. | ..... .. | ..... ..          | ..... ..    | ..... ..   |
|--|----------|----------|-------------------|-------------|------------|
| Friendship Academy.....                  | .....    | .....    | do                | Davies      | Davies.    |
| Genesee Valley Seminary .....            | .....    | .....    | do                | .....       | do         |
| Genesee Wesleyan Seminary .....          | .....    | .....    | Peck's Ganot..... | .....       | do         |
| Genesee and Wyoming Seminary .....       | .....    | .....    | Parker .....      | .....       | .....      |
| Geneseo Academy .....                    | Davies   | .....    | Wells.....        | .....       | Davies.    |
| Geneva Classical and Union School.....   | do       | .....    | do                | Davies      | do         |
| Gilbertsville Academy.....               | .....    | .....    | do                | .....       | .....      |
| Glen's Falls Academy.....                | .....    | .....    | Peck's Ganot..... | .....       | .....      |
| Gloversville Union Seminary .....        | .....    | .....    | Wells.....        | .....       | .....      |
| Gouverneur Wesleyan Seminary.....        | .....    | .....    | do                | Loomis..... | Loomis.    |
| Grammar School of Madison Univ'y.....    | .....    | .....    | .....             | .....       | .....      |
| Greenville Academy .....                 | Davies   | .....    | Quackenbos.....   | Davies      | .....      |
| Griffith Institute.....                  | .....    | .....    | Wells.....        | .....       | Davies.    |
| Groton Academy .....                     | .....    | .....    | do                | Robinson    | Robinson.  |
| Halfmoon Academy.....                    | Davies   | .....    | Sprague.....      | .....       | Davies.    |
| *Hartford Academy.....                   | .....    | .....    | Quackenbos.....   | .....       | .....      |
| Hartwick Seminary .....                  | .....    | .....    | Wells.....        | Davies      | .....      |
| Holley Academy.....                      | Davies   | .....    | do                | .....       | .....      |
| *Hoosick Falls Union School .....        | .....    | .....    | Parker .....      | Davies      | Davies.    |
| Hudson Academy.....                      | Robinson | .....    | Quackenbos .....  | Robinson    | Robinson.  |
| Hungerford Collegiate Institute.....     | Davies   | .....    | Parker .....      | Davies      | Davies.    |
| Huntington Union School.....             | .....    | .....    | do                | .....       | Greenleaf. |
| Ithaca Academy.....                      | .....    | .....    | do                | Robinson    | Davies.    |
| Jamestown Union Sch'l and Col. Inst..... | .....    | .....    | Wells.....        | .....       | .....      |
| Johnstown Academy .....                  | .....    | .....    | Parker .....      | Davies      | Davies.    |
| Jonesville Academy.....                  | .....    | .....    | Quackenbos.....   | .....       | .....      |

ACADEMIES.

SCHEDULE No. 11—Continued.

| MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                                       |                     |                         |               |
|--|---------------------------------------|---------------------|-------------------------|---------------|
| NAMES OF ACADEMIES.  | Geometry, analytical and descriptive. | Natural Philosophy. | Surveying and Leveling. | Trigonometry. |
| *Jordan Academy .....                                      | .....                                 | .....               | .....                   | .....         |
| Keeseville Academy .....                                   | .....                                 | Peck's Ganot.....   | .....                   | .....         |
| Kinderhook Academy .....                                   | .....                                 | .....               | Gummere .....           | .....         |
| Kingston Academy .....                                     | .....                                 | Wells.....          | .....                   | .....         |
| Knoxville Academy .....                                    | .....                                 | Quackenbos.....     | Gillespie .....         | Jackson.      |
| Lansingburgh Academy .....                                 | .....                                 | Wells.....          | .....                   | Robinson.     |
| Lawrenceville Academy .....                                | .....                                 | Quackenbos .....    | Davies .....            | .....         |
| Leavenworth Institute .....                                | .....                                 | Johnson .....       | .....                   | .....         |
| Le Roy Academic Institute.....                             | .....                                 | Quackenbos .....    | .....                   | .....         |
| Liberty Normal Institute .....                             | Davies .....                          | Wells, Gray .....   | Davies .....            | Davies.       |
| Lockport Union School .....                                | .....                                 | do .....            | .....                   | do            |
| Lowville Academy .....                                     | .....                                 | Parker .....        | Gillespie .....         | do            |
| Lyons Union School .....                                   | Davies .....                          | Wells.....          | .....                   | do            |
| Macedon Academy.....                                       | .....                                 | Quackenbos. ....    | .....                   | .....         |
| Manlius Academy .....                                      | .....                                 | Wells.....          | .....                   | .....         |
| Marathon Academy .....                                     | .....                                 | .....               | .....                   | .....         |
| Marion Collegiate Institute.....                           | Davies .....                          | Wells .....         | Davies .....            | Davies.       |
| Marshall Seminary of Easton.....                           | .....                                 | Quackenbos.....     | do .....                | .....         |

|                                   |          |              |  |           |           |
|-----------------------------------|----------|--------------|--|-----------|-----------|
| Medina Academy                    | Robinson | Wells        |  |           | Davies.   |
| Mexico Academy                    |          | Parker       |  |           | do        |
| Middlebury Academy                |          | Peck's Ganot |  |           | do        |
| Mourde Academy                    |          | Quackenbos   |  |           |           |
| Montgomery Academy                |          | Wells        |  |           | Davies.   |
| Monticello Academy                |          | do           |  | Gillespie | do        |
| Moravia Institute                 |          | Peck's Ganot |  |           |           |
| Mount Morris Union Free School    |          | Wells        |  |           |           |
| *Mount Pleasant Academy           | Davies   | Quackenbos   |  | Robinson  | Robinson. |
| Munro Collegiate Institute        | Robinson | Wells        |  |           |           |
| Naples Academy                    |          | do           |  |           | Davies.   |
| Newark Union Free School          |          | do           |  | Gillespie | do        |
| New Berlin Academy                | Davies   | do           |  | Robinson  | Robinson. |
| New Paltz Academy                 |          | do           |  |           |           |
| New York Central Academy          |          | Quackenbos   |  |           |           |
| New York Con. Sem. and Col. Inst. |          | do           |  |           | Loomis.   |
| North Granville Ladies' Seminary  |          |              |  |           |           |
| *North Hebron Institute           |          |              |  |           | Loomis.   |
| Norwich Academy                   | Davies   | Wells        |  | Gillespie |           |
| Ogdensburgh Educational Institute |          | Parker       |  |           |           |
| Olean Academy                     |          | Wells        |  |           |           |
| Oncida Seminary                   |          | do           |  | Loomis    | Loomis.   |
| Oncida Conference Seminary        | Davies   | Peck's Ganot |  | Davies    | Davies.   |
| Onondaga Academy                  |          | do           |  |           |           |
| Ontario Female Seminary           |          | do           |  |           | Day.      |
| Oswego High School                |          | Parker       |  |           |           |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                 | MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                        |                         |               |
|-------------------------------------|--|------------------------|-------------------------|---------------|
|                                     | Geometry, analytical and descriptive.                      | Natural Philosophy.    | Surveying and Leveling. | Trigonometry. |
| Owego Academy .....                 | Davies, Loomis..   | Wells.....             | Gillespie .....         | Davies, Gil-  |
| Oxford Academy .....                | do .....   | Parker .....           | .....                   | [lespie.      |
| Packer Collegiate Institute.....    | Loomis .....   | Draper, Peck's Ganot.. | .....                   | Perkins.      |
| Palatine Bridge Union Free School.. | .....  | Parker .....           | .....                   |               |
| Palmyra Classical and Union School. | .....  | Wells.....             | .....                   |               |
| Peekskill Academy .....             | Davies, Church..   | do .....               | Davies .....            | Davies.       |
| Penfield Seminary .....             | .....  | Quackenbos .....       | .....                   |               |
| Penn Yan Academy.....               | Davies .....   | Peck's Ganot.....      | Davies .....            | Davies.       |
| Perry Academy .....                 | .....  | Parker.....            | .....                   | Robinson.     |
| Phelps Union and Classical School . | Robinson .....   | Wells.....             | .....                   |               |
| Phipps Union Seminary .....         | Davies .....   | Parker .....           | .....                   | Davies.       |
| Pike Seminary .....                 | .....  | Wells.....             | Davies .....            | do            |
| Plattsburgh Academy .....           | Davies .....   | Parker .....           | Robinson .....          | Robinson.     |
| Pompey Academy .....                | .....  | Wells .....            | .....                   |               |
| Port Byron Free School and Acad..   | .....  | do .....               | .....                   |               |
| Prospect Academy.....               | .....  | do .....               | .....                   |               |
| Pulaski Academy.....                | .....  | .....                  | .....                   | Davies.       |

|                                       |                  |                                 |                     |              |
|---------------------------------------|------------------|---------------------------------|---------------------|--------------|
| *Richburgh Academy . . . . .          | Davies . . . . . | do . . . . .                    | do . . . . .        | do . . . . . |
| *Rochester Female Academy . . . . .   | . . . . .        | Quackenbos . . . . .            | . . . . .           | . . . . .    |
| Rochester Free Academy . . . . .      | . . . . .        | Wells . . . . .                 | . . . . .           | . . . . .    |
| Rogersville Union Seminary . . . . .  | Davies . . . . . | Peck's Ganot . . . . .          | Davies . . . . .    | Davies.      |
| Rome Academy . . . . .                | . . . . .        | Wells . . . . .                 | . . . . .           | Robinson.    |
| Rural Seminary . . . . .              | . . . . .        | do . . . . .                    | . . . . .           | Davies.      |
| Rushford Academy . . . . .            | . . . . .        | do . . . . .                    | . . . . .           | . . . . .    |
| *Sans Souci Seminary . . . . .        | . . . . .        | Quackenbos . . . . .            | . . . . .           | . . . . .    |
| St. Lawrence Academy . . . . .        | . . . . .        | Parker . . . . .                | . . . . .           | . . . . .    |
| Sauquoit Academy . . . . .            | . . . . .        | Wells . . . . .                 | Robinson . . . . .  | Robinson.    |
| Schenectady Union School . . . . .    | . . . . .        | do . . . . .                    | . . . . .           | . . . . .    |
| Schoharie Academy . . . . .           | . . . . .        | Quackenbos . . . . .            | . . . . .           | . . . . .    |
| Seneca Falls Academy . . . . .        | . . . . .        | Parker . . . . .                | . . . . .           | . . . . .    |
| Sodus Academy . . . . .               | Davies . . . . . | Quackenbos . . . . .            | Gillespie, Davies.  | Davies.      |
| Spencertown Academy . . . . .         | . . . . .        | Olmsted . . . . .               | . . . . .           | . . . . .    |
| S. S. Seward Institute . . . . .      | . . . . .        | Wells, Quackenbos . . . . .     | Robinson . . . . .  | . . . . .    |
| Starkey Seminary . . . . .            | . . . . .        | do Peck's Ganot . . . . .       | Gillespie . . . . . | Robinson.    |
| Syracuse High School . . . . .        | Davies . . . . . | do . . . . .                    | Davies . . . . .    | Davies.      |
| Troy Academy . . . . .                | . . . . .        | Parker . . . . .                | . . . . .           | do           |
| Troy Female Seminary . . . . .        | . . . . .        | Peck's Ganot, Olmsted . . . . . | . . . . .           | do           |
| Troy High School . . . . .            | . . . . .        | Wells . . . . .                 | . . . . .           | do           |
| Trumansburgh Academy . . . . .        | . . . . .        | Parker . . . . .                | Gillespie . . . . . | . . . . .    |
| Unadilla Academy . . . . .            | . . . . .        | Wells . . . . .                 | do . . . . .        | . . . . .    |
| Union Academy of Belleville . . . . . | . . . . .        | Parker . . . . .                | Davies . . . . .    | Davies.      |
| Union Hall Academy . . . . .          | Davies . . . . . | Wells . . . . .                 | Loomis . . . . .    | Loomis.      |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.        | MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS. |                     |                         |               |
|----------------------------|--|---------------------|-------------------------|---------------|
|                            | Geometry, analytical and descriptive.                      | Natural Philosophy. | Surveying and Leveling. | Trigonometry. |
| Union Village Academy..... | Davies .....   | Wells.....          | Gillespie .....         | Davies.       |
| Utica Academy.....         | do .....   | do .....            | .....                   | do            |
| Vernon Academy.....        | .....  | do .....            | .....                   | Davies.       |
| Wallkill Academy.....      | Davies ..  | Parker .....        | Davies .....            | Loomis.       |
| Walton Academy.....        | .....  | Wells.....          | .....                   | .....         |
| Walworth Academy.....      | .....  | do .....            | .....                   | .....         |
| Warrensburgh Academy.....  | .....  | Peterson .....      | .....                   | .....         |
| Warsaw Union School.....   | .....  | Quackenbos .....    | .....                   | Davies.       |
| Warwick Institute.....     | .....  | Wells.....          | .....                   | Robinson.     |
| Washington Academy.....    | Davies .....   | do .....            | Davies .....            | Davies.       |
| Waterloo Union School..... | .....  | Parker .....        | .....                   | Davies.       |
| Watertown High School..... | .....  | Wells.....          | .....                   | do            |
| Watkins Academy.....       | Davies .....   | do .....            | .....                   | Robinson.     |
| Waverly Institute.....     | .....  | do .....            | .....                   | .....         |
| Webster Academy.....       | .....  | Parker .....        | .....                   | .....         |
| Westfield Academy.....     | .....  | Peck's Ganot .....  | .....                   | Davies.       |
| West Winfield Academy..... | .....  | Wells.....          | .....                   | Robinson.     |

|                                  |            |       |                |         |
|----------------------------------|------------|-------|----------------|---------|
| Wilson Collegiate Institute..... | Wells..... | ..... | .....          | .....   |
| Windsor Academy.....             | do.....    | ..... | .....          | Davies. |
| Yates Academy.....               | do.....    | ..... | Gillespie..... | Davies. |
| Yates Polytechnic Institute..... | do.....    | ..... | .....          | Davies. |
|                                  | do.....    | ..... | .....          |         |

• Those academies marked with a • made no report of studies in 1867 ; the text books are those reported in 1866.



## SCHEDULE No. 11—Continued.

## Calculus taught in—

Alfred, Brooklyn, Claverack, Delaware Literary, East Bloomfield, Hungerford, Liberty, Medina, Oneida Conference, Owego, Phipps,—11.

## Conic Sections taught in—

Albany, Alfred, Claverack, Delaware, Delaware Literary, East Bloomfield, Hungerford, Manlius, Medina, North Granville, Oneida, Oneida Conference, Owego, Oxford, Phipps, Waterloo—16.

## Engineering taught in—

Albany, Alfred, Brooklyn, Canandaigua, Claverack, Delaware Literary, Fairfield, Hungerford, Oneida Conference, Owego, Oxford, Peekskill, Union Hall, Washington, Whitestown—15.

## Navigation taught in—

Albany, Alfred, Batavia, Cayuga Lake, Cincinnatus, East Bloomfield, Falley, Gouverneur, Groton, Hartwick, Hudson, Hungerford, Marion, Munro, New Paltz, Oneida, Owego, Packer, Penn Yan, Plattsburgh, Rogersville, Sauquoit, Syracuse, Union Hall—24.

## Perspective taught in—

Brooklyn, Delaware Literary, Fort Edward, Hungerford, Lowville, New Paltz, Olean, Oswego, Owego, Packer, Penn Yan, Phipps, Troy Female—13.

## Technology taught in—

Claverack—1.

[For text-books used, see end of Schedule No. 11.]

| NAMES OF ACADEMIES.                  | ANCIENT LANGUAGES. |                            |                      |                    |
|--------------------------------------|--------------------|----------------------------|----------------------|--------------------|
|                                      | Greek Grammar.     | Latin Grammar.             | Grecian Antiquities. | Roman Antiquities. |
| Academy at Little Falls .....        | Bullions .....     | Andrews and Stoddard ..... | .....                | Andrews.           |
| Academy of Dutchess County .....     | Hadley .....       | Harkness .....             | .....                | .....              |
| Albany Academy .....                 | do .....           | Andrews and Stoddard ..... | .....                | .....              |
| *Albany Female Seminary .....        | .....              | .....                      | .....                | .....              |
| Albion Academy .....                 | Hadley .....       | Andrews and Stoddard ..... | Anthou .....         | Anthou.            |
| Alfred University, Acad. Dep't ..... | Harkness .....     | Harkness .....             | .....                | Smith.             |
| Ames Academy .....                   | .....              | do .....                   | .....                | .....              |
| Andes Collegiate Institute .....     | Bullions .....     | Bullions .....             | .....                | .....              |
| Angelica Academy .....               | Harkness .....     | Harkness .....             | .....                | .....              |
| Antwerp Liberal Literary Inst. ....  | .....              | Andrews and Stoddard ..... | .....                | .....              |
| Arcade Academy .....                 | .....              | Harkness .....             | .....                | Anthou.            |
| Argyle Academy .....                 | .....              | Bullions .....             | .....                | .....              |
| Attica Union School .....            | .....              | Harkness .....             | .....                | .....              |
| Auburn Academic High School .....    | Crosby .....       | Andrews and Stoddard ..... | Anthou .....         | .....              |
| Augusta Academy .....                | .....              | do .....                   | .....                | .....              |
| Aurora Academy .....                 | .....              | do .....                   | .....                | .....              |
| Baldwinsville Academy .....          | Crosby .....       | do .....                   | .....                | Anthou.            |
| Batavia Union School .....           | Bullions .....     | do .....                   | .....                | .....              |
| Binghamton Academy .....             | Hadley .....       | Harkness .....             | .....                | .....              |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                | ANCIENT LANGUAGES. |                        |                      |                    |
|------------------------------------|--------------------|------------------------|----------------------|--------------------|
|                                    | Greek Grammar.     | Latin Grammar.         | Grecian Antiquities. | Roman Antiquities. |
| Brookfield Academy.....            | .....              | .....                  | .....                | .....              |
| Brooklyn Col. and Poly. Inst. .... | Harkness .....     | Andrews and Stoddard.. | .....                | .....              |
| Buffalo Central School.....        | Hadley.....        | Harkness .....         | .....                | .....              |
| Buffalo Female Academy.....        | .....              | do .....               | .....                | .....              |
| Cambridge Washington Academy.      | Bullions.....      | Bullions.....          | .....                | .....              |
| Canajoharie Academy.....           | do .....           | Andrews and Stoddard.. | .....                | .....              |
| Canandaigua Academy.....           | Crosby .....       | do .....               | .....                | .....              |
| Canton Academy .....               | Hadley .....       | Harkness .....         | .....                | .....              |
| Cary Collegiate Seminary.....      | do .....           | do .....               | .....                | .....              |
| Catskill Free Academy .....        | Crosby .....       | Andrews and Stoddard . | .....                | .....              |
| *Cayuga Lake Academy .....         | Bullions.....      | do .....               | .....                | .....              |
| Chamberlain Institute .....        | do Crosby..        | do .....               | .....                | .....              |
| Champlain Academy .....            | Hadley .....       | do .....               | .....                | .....              |
| Chester Academy.....               | do Kühner ..       | do Harkness..          | .....                | .....              |
| Cincinnati Academy.....            | do .....           | do .....               | .....                | .....              |
| Clarence Academy.....              | do .....           | Harkness .....         | .....                | .....              |
| Claverack Acad. & Hud. R. Inst. .  | do .....           | Andrews and Stoddard.. | .....                | .....              |
| Clinton Academy .....              | .....              | do .....               | .....                | .....              |
| Clinton Grammar School.....        | .....              | do .....               | .....                | .....              |

|                                     |                  |                         |       |       |             |
|-------------------------------------|------------------|-------------------------|-------|-------|-------------|
| Clinton Liberal Institute.....      | Crosby.....      | A. & Stoddard, Harkness | ..... | ..... | .....       |
| Corning Free Academy.....           | McClintock.....  | do                      | ..... | ..... | .....       |
| Cortland Academy.....               | Hadley.....      | Harkness.....           | Allen | Allen | Allen.      |
| Cortlandville Academy.....          | do.....          | do                      | ..... | ..... | .....       |
| Coxsackie Academy.....              | .....            | do                      | ..... | ..... | .....       |
| Dausville Seminary.....             | Hadley.....      | do                      | ..... | ..... | .....       |
| Delaware Academy.....               | do.....          | Andrews and Stoddard    | ..... | ..... | .....       |
| Delaware Literary Institute.....    | do.....          | Harkness.....           | ..... | ..... | .....       |
| Deposit Academy.....                | .....            | do                      | ..... | ..... | .....       |
| De Ruyter Institute.....            | .....            | Andrews and Stoddard    | ..... | ..... | .....       |
| Dundee Academy.....                 | Hadley.....      | Harkness.....           | ..... | ..... | .....       |
| East Bloomfield Academy.....        | .....            | Andrews and Stoddard    | ..... | ..... | .....       |
| East Genesee Conference Sem....     | Hadley.....      | Harkness.....           | ..... | ..... | .....       |
| Ellington Academy.....              | .....            | do                      | ..... | ..... | .....       |
| Elmira Free Academy.....            | .....            | Andrews and Stoddard    | ..... | ..... | .....       |
| *Erasmus Hall Academy.....          | Hadley.....      | do Harkness             | ..... | ..... | .....       |
| Evans Academy.....                  | .....            | do                      | ..... | ..... | Eschenberg. |
| Fairfield Academy.....              | Hadley.....      | Harkness.....           | ..... | ..... | .....       |
| Falley Seminary.....                | Crosby, Hadley.. | Andrews and Stoddard    | ..... | ..... | .....       |
| *Farmers' Hall Academy.....         | do.....          | do                      | ..... | ..... | .....       |
| Forestville Free Academy.....       | .....            | do                      | ..... | ..... | .....       |
| Fort Covington Academy.....         | Crosby.....      | Harkness.....           | ..... | ..... | .....       |
| Fort Edward Collegiate Institute.   | Hadley.....      | Andrews and Stoddard    | ..... | ..... | .....       |
| Fort Plain S. m. & Fem. Coll. Inst. | .....            | do Harkness.            | ..... | ..... | .....       |
| Franklin Academy, Malone.....       | Crosby.....      | do                      | ..... | ..... | .....       |
| Franklin Academy, Prattsburg...     | Harkness.....    | do                      | ..... | ..... | .....       |
| Fredonia Academy.....               | Crosby.....      | do                      | ..... | ..... | .....       |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.              | ANCIENT LANGUAGES. |                         |                      |                    |
|----------------------------------|--------------------|-------------------------|----------------------|--------------------|
|                                  | Greek Grammar.     | Latin Grammar.          | Grecian Antiquities. | Roman Antiquities. |
| Friends' Academy.....            | Crosby, Hadley..   | Andrews and Stoddard..  | .....                | Smith.             |
| Friendship Academy.....          | McClintock.....    | Harkness.....           | .....                |                    |
| Genesee Valley Seminary.....     | Kendrick.....      | Andrews and Stoddard..  | Lectures.....        | Lectures.          |
| Genesee Wesleyan Seminary.....   | Hadley.....        | Harkness.....           | Antho.....           | Antho, Adams       |
| Genesee and Wyoming Seminary..   | .....              | Andrews and Stoddard..  | .....                |                    |
| Geneseo Academy.....             | Bullions.....      | Bullions.....           | .....                |                    |
| Geneva Classical and Un. School. | Hadley, Kendrick   | Harkness.....           | Smith, Bojesen.      | Bojesen.           |
| Gilbertsville Academy.....       | .....              | do.....                 | .....                | Antho.             |
| Glen's Falls Academy.....        | Bullions.....      | do.....                 | .....                |                    |
| Gloversville Union Seminary..... | do.....            | do Andr.&Stodd.         | Antho.....           | Antho.             |
| Gouverneur Wesleyan Seminary..   | Hadley, Crosby..   | Andrews and Stoddard..  | .....                |                    |
| Grammar School of Madison Univ.  | do.....            | Harkness.....           | .....                |                    |
| Greenville Academy.....          | do.....            | Andrews and Stoddard..  | .....                |                    |
| Griffith Institute.....          | .....              | do.....                 | .....                |                    |
| Groton Academy.....              | Bullions.....      | Bullions, Harkness..... | .....                |                    |
| Halfmoon Academy.....            | .....              | do.....                 | .....                |                    |
| Hartford Academy.....            | .....              | Andrews and Stoddard..  | .....                |                    |
| Hartwick Seminary.....           | Hadley, Bullions.  | Harkness.....           | .....                |                    |
| Holley Academy.....              | .....              | Andrews and Stoddard..  | .....                |                    |

|                                    |                  |                        |       |         |          |
|------------------------------------|------------------|------------------------|-------|---------|----------|
| Union Academy.....                 | .....            | Harkness, Arnold.....  | ..... | .....   | .....    |
| Hungerford Collegiate Institute..  | Crosby .....     | Andrews and Stoddard.. | ..... | .....   | Antho.   |
| Huntington Union School.....       | Hadley.....      | do                     | ..... | Antho   | .....    |
| Ithaca Academy.....                | Crosby .....     | do                     | ..... | .....   | Salkeld. |
| Jamestown Un. Sch'l and Col. Inst. | Harkness .....   | Harkness .....         | ..... | .....   | .....    |
| Johnstown Academy.....             | .....            | do Arnold.....         | ..... | .....   | .....    |
| Jonesville Academy.....            | Crosby .....     | Andrews and Stoddard.. | ..... | .....   | .....    |
| *Jordan Academy.....               | .....            | do                     | ..... | .....   | .....    |
| Keeseville Academy.....            | Harkness .....   | do Harkness            | ..... | .....   | .....    |
| Kinderhook Academy.....            | Hadley.....      | do do                  | ..... | .....   | .....    |
| Kingston Academy.....              | Crosby .....     | do                     | ..... | .....   | Smith.   |
| Knoxville Academy.....             | .....            | Harkness .....         | ..... | .....   | .....    |
| Lansingburgh Academy .....         | Crosby .....     | Andrews and Stoddard.. | ..... | Antho   | .....    |
| Lawrenceville Academy .....        | Hadley .....     | do Harkness            | ..... | .....   | .....    |
| Leavenworth Institute.....         | Crosby .....     | Harkness .....         | ..... | Owen    | Smith.   |
| Le Roy Academic Institute.....     | Hadley .....     | do .....               | ..... | .....   | .....    |
| Liberty Normal Institute.....      | .....            | Andrews and Stoddard.. | ..... | .....   | .....    |
| Lockport Union School.....         | Hadley, Crosby.. | do                     | ..... | .....   | .....    |
| Lowville Academy.....              | do .....         | Harkness .....         | ..... | Bojesen | Bojesen. |
| Lyons Union School.....            | Crosby .....     | Andrews & Stoddard, H. | ..... | .....   | .....    |
| Macedon Academy.....               | Hadley.....      | do                     | ..... | .....   | Antho.   |
| Manlius Academy.....               | .....            | Harkness .....         | ..... | .....   | Fiske.   |
| Marathon Academy.....              | .....            | Andrews and Stoddard.. | ..... | .....   | .....    |
| Marion Collegiate Institute..      | Kendrick .....   | do                     | ..... | .....   | .....    |
| *Marshall Seminary of Easton...    | .....            | Harkness .....         | ..... | .....   | .....    |
| Mechanicville Academy.....         | Hadley, Harkness | do Andrews & Stod.     | ..... | Owen    | Antho.   |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                   | ANCIENT LANGUAGES. |                         |                      |                    |
|---------------------------------------|--------------------|-------------------------|----------------------|--------------------|
|                                       | Greek Grammar.     | Latin Grammar.          | Grecian Antiquities. | Roman Antiquities. |
| Medina Academy .....                  | Hadley, Harkness   | Harkness, A. & Stoddard | .....                | Anthon.            |
| Mexico Academy .....                  | do .....           | do                      | .....                | .....              |
| Middlebury Academy .....              | .....              | Andrews and Stoddard    | .....                | Anthon.            |
| Monroe Academy .....                  | .....              | Arnold, Harkness.....   | .....                | .....              |
| Montgomery Academy .....              | Bullions .....     | Andrews and Stoddard    | .....                | .....              |
| Monticello Academy .....              | do .....           | do                      | .....                | .....              |
| Moravia Institute .....               | Crosby .....       | do                      | .....                | .....              |
| Mount Morris Union Free School.       | do .....           | do                      | .....                | .....              |
| *Mount Pleasant Academy .....         | do Hadley..        | do                      | .....                | Eschenberg         |
| Munro Collegiate Institute .....      | Hadley .....       | Harkness .....          | .....                | .....              |
| Naples Academy .....                  | do .....           | do .....                | .....                | .....              |
| Newark Union Free School .....        | do .....           | do .....                | .....                | .....              |
| New Berlin Academy .....              | do .....           | Andrews and Stoddard    | .....                | Anthon.            |
| New Paltz Academy .....               | Crosby .....       | do                      | .....                | .....              |
| New York Central Academy .....        | Kendrick .....     | Harkness .....          | .....                | .....              |
| New York Conf. Sem. and Col. In.      | Hadley .....       | Andrews and Stoddard    | .....                | .....              |
| North Granville Ladies' Society ..... | .....              | do                      | .....                | .....              |

|                                      |                   |                         |                       |          |
|--------------------------------------|-------------------|-------------------------|-----------------------|----------|
| Norwich Academy .....                | Hadley .....      | Andrews and Stoddard .. | Bojesen, Arnold ..... | Bojesen. |
| Ogdensburg Educational Inst. ....    | do .....          | do .....                | .....                 |          |
| Olean Academy .....                  | Bullions .....    | Bullions .....          | .....                 |          |
| Oneida Seminary .....                | Crosby .....      | Andrews and Stoddard .. | .....                 |          |
| Oneida Conference Seminary .....     | Hadley .....      | Harkness .....          | Smith .....           | Smith.   |
| Onondaga Academy .....               | Crosby .....      | Andrews and Stoddard .. | .....                 |          |
| Ontario Female Seminary .....        | .....             | do .....                | .....                 | Smith.   |
| Oswego High School .....             | Harkness .....    | Harkness .....          | .....                 |          |
| Owego Academy .....                  | Crosby .....      | Andrews and Stoddard .. | Anthou .....          | Anthou.  |
| Oxford Academy .....                 | Hadley .....      | do .....                | Owen .....            | Johnson. |
| Packer Collegiate Institute .....    | .....             | do .....                | .....                 |          |
| Palatine Bridge Union F. School ..   | .....             | do .....                | .....                 |          |
| Palmyra Classical Union School ..    | .....             | Andrews and Stoddard .. | .....                 |          |
| Pekskill Academy .....               | Hadley, Anthou .. | do .....                | Anthou .....          | Anthou.  |
| Penfield Seminary .....              | Kühner .....      | do .....                | .....                 | do       |
| Penn Yan Academy .....               | Crosby .....      | do .....                | .....                 | do       |
| Perry Academy .....                  | Hadley .....      | Harkness .....          | Smith .....           | Smith.   |
| Phelps Union and Classical School .. | do .....          | do .....                | .....                 |          |
| Phipps Union Seminary .....          | .....             | do .....                | .....                 |          |
| Pike Seminary .....                  | Bullions .....    | do .....                | .....                 |          |
| Plattsburgh Academy .....            | Crosby .....      | Andrews and Stoddard .. | .....                 |          |
| Pompey Academy .....                 | .....             | do .....                | .....                 |          |
| Port Byron Free School and Acad. ..  | Hadley .....      | do .....                | .....                 |          |
| Prospect Academy .....               | .....             | .....                   | .....                 |          |
| Pulaski Academy .....                | Crosby, Hadley .. | Andrews and Stoddard .. | .....                 |          |
| Red Creek Union Seminary .....       | do .....          | do .....                | .....                 | Anthou.  |



ACADEMIES.

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.              | ANCIENT LANGUAGES.     |                                |                      |                    |
|----------------------------------|------------------------|--------------------------------|----------------------|--------------------|
|                                  | Greek Grammar.         | Latin Grammar.                 | Grecian Antiquities. | Roman Antiquities. |
| *Richburgh Academy .....         | .....                  | McClintock .....               | .....                | .....              |
| *Rochester Female Academy .....  | .....                  | Andrews and Stoddard .....     | .....                | .....              |
| Rochester Free Academy .....     | Crosby .....           | do .....                       | .....                | .....              |
| Rogersville Union Seminary ..... | Hadley .....           | Harkness .....                 | .....                | .....              |
| Rome Academy .....               | do Kendrick .....      | do .....                       | .....                | .....              |
| Rural Seminary .....             | Crosby .....           | Andrews and Stoddard .....     | .....                | .....              |
| Rushford Academy .....           | .....                  | McClintock .....               | .....                | .....              |
| *Sans Souci Seminary .....       | .....                  | Andrews and Stoddard .....     | .....                | .....              |
| St. Lawrence Academy .....       | Crosby, Hadley .....   | do Harkness .....              | .....                | .....              |
| Sauquoit Academy .....           | do do .....            | Harkness .....                 | .....                | .....              |
| Schenectady Union School .....   | do .....               | Andrews and Stoddard .....     | .....                | .....              |
| Schoharie Academy .....          | do .....               | do .....                       | .....                | .....              |
| Seneca Falls Academy .....       | Hadley .....           | do .....                       | .....                | .....              |
| Sodus Academy .....              | Crosby .....           | do .....                       | .....                | .....              |
| Spencertown Academy .....        | Hadley .....           | Harkness .....                 | .....                | .....              |
| S. S. Seward Institute .....     | Bullions, Hadley ..... | A. & Stoddard, Bullions, ..... | .....                | .....              |
| Starkev Seminary .....           | Harkness .....         | Harkness .....                 | .....                | .....              |

|                                  |                       |                           |               |                 |             |
|----------------------------------|-----------------------|---------------------------|---------------|-----------------|-------------|
| Troy Academy.....                | Hadley.....           | do                        | Harkness..... | Eschenberg..... | Eschenberg. |
| Troy Female Seminary.....        | .....                 | do                        | .....         | .....           |             |
| Troy High School.....            | Bullions.....         | do                        | .....         | .....           |             |
| Trumansburgh Academy.....        | do Kühner.....        | do                        | .....         | .....           | Adams.      |
| Unadilla Academy.....            | do.....               | do                        | .....         | .....           |             |
| Union Academy of Belleville..... | Crosby.....           | do                        | .....         | .....           | Antho.      |
| Union Hall Academy.....          | do.....               | do                        | .....         | .....           |             |
| Union Village Academy.....       | Bullions.....         | do                        | .....         | .....           | Bojesen.    |
| Utica Academy.....               | Crosby.....           | do                        | Harkness..... | .....           |             |
| Vernon Academy.....              | .....                 | do                        | .....         | .....           |             |
| Wallkill Academy.....            | Bullions.....         | Bullions.....             | .....         | Antho           | Smith.      |
| Walton Academy.....              | Hadley.....           | Harkness.....             | .....         | Smith           |             |
| Walworth Academy.....            | Bullions.....         | Andrews and Stoddard..... | .....         | .....           | Antho.      |
| Warrensburgh Academy.....        | Crosby.....           | do                        | .....         | .....           | Smith.      |
| Warsaw Union School.....         | Bullions.....         | do                        | .....         | .....           |             |
| Warwick Institute.....           | .....                 | do                        | .....         | .....           |             |
| Washington Academy.....          | Bullions.....         | Bullions.....             | .....         | .....           |             |
| Waterloo Union School.....       | Hadley.....           | do                        | .....         | .....           |             |
| Watertown High School.....       | Bullions.....         | Andrews and Stoddard..... | .....         | .....           |             |
| Watkins Academy.....             | do.....               | do                        | .....         | .....           | Baird.      |
| Waverly Institute.....           | Kühner.....           | do                        | .....         | .....           |             |
| Webster Academy.....             | .....                 | do                        | .....         | .....           |             |
| Westfield Academy.....           | Crosby.....           | do                        | .....         | .....           | Antho.      |
| West Winfield Academy.....       | Hadley, Bullions..... | do                        | .....         | .....           | Fiske.      |
| Whitestown Seminary.....         | do.....               | Harkness.....             | .....         | Fiske           |             |
| Whitney's Point Union School...  | Crosby.....           | do                        | .....         | .....           |             |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.              | ANCIENT LANGUAGES. |                       |                      |                   |
|----------------------------------|--------------------|-----------------------|----------------------|-------------------|
|                                  | Greek Grammar.     | Latin Grammar.        | Grecian Antiquities. | Roman Antiquities |
| Wilson Collegiate Institute..... | .....              | Andrews and Stoddard. | .....                | Anthon.           |
| Windsor Academy .....            | Hadley . . . . .   | do                    | .....                |                   |
| Yates Academy.....               | .....              | Harkness.....         | .....                |                   |
| Yates Polytechnic Institute..... | .....              | Andrews and Stoddard. | .....                |                   |

\* Those academies marked with a \* made no report of studies in 1867; the text-books named are those reported in 1866.

| NAMES OF ACADEMIES.                      | Mythology.    | French.               | German.   |
|--|---------------|-----------------------|-----------|
|  |               |                       |           |
| Academy at Little Falls.....             | .....         | Pujol and Van Norman. | Ahn.      |
| Academy of Dutchess County .....         | .....         | .....                 | do        |
| Albany Academy .....                     | .....         | Fasquelle .....       |           |
| *Albany Female Seminary .....            | .....         | .....                 |           |
| Albion Academy.....                      | .....         | Fasquelle .....       | Woodbury. |
| Alfred University Academ. Dep't .....    | Bulfinch..... | do .....              | Soden.    |
| Ames Academy.....                        | .....         | .....                 |           |
| Andes Collegiate Institute.....          | .....         | Fasquelle .....       | Peissner. |
| Angelica Academy .....                   | .....         | do .....              |           |
| Antwerp Liberal Literary Institute ..... | .....         | do .....              |           |
| Arcade Academy .....                     | Anthon .....  | do .....              | Woodbury. |
| Argyle Academy .....                     | .....         | do .....              |           |
| Attica Union School.....                 | .....         | do .....              | Woodbury. |
| Auburn Academic High School .....        | .....         | Pujol and Van Norman. |           |
| Augusta Academy.....                     | .....         | Fasquelle.....        |           |
| Aurora Academy .....                     | .....         | .....                 | Woodbury. |
| Baldwinsville Academy .....              | .....         | Fasquelle.....        |           |
| Batavia Union School.....                | Anthon .....  | .....                 |           |
| Binghamton Academy .....                 | Dwight .....  | Gengembre .....       | Ahn.      |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                  |                       | ANCIENT AND MODERN LANGUAGES. |                 |  |
|--------------------------------------|-----------------------|-------------------------------|-----------------|--|
|                                      | Mythology.            | French.                       | German.         |  |
| Brookfield Academy .....             | .....                 | Fasquelle ..                  | Otto, Peterman- |  |
| Brooklyn Collegiate and Poly. Inst.. | Keightley .....       | Otto, Ledru .....             | Ollendorff.     |  |
| Buffalo Central School .....         | .....                 | Manesca .....                 |                 |  |
| Buffalo Female Academy .....         | Bulfinch .....        | Fasquelle ..                  |                 |  |
| Cambridge Washington Academy ..      | .....                 | do .....                      |                 |  |
| Canajoharie Academy .....            | Anthon .....          | Knapp .....                   | Woodbury.       |  |
| Canandaigua Academy .....            | .....                 | Fasquelle ..                  | do              |  |
| Canton Academy .....                 | .....                 | do .....                      | do              |  |
| Cary Collegiate Seminary .....       | .....                 | do .....                      |                 |  |
| Catskill Free Academy .....          | .....                 | do .....                      | Woodbury.       |  |
| *Cayuga Lake Academy .....           | .....                 | Pujol and Van Norman ..       | do              |  |
| Chamberlain Institute .....          | .....                 | Fasquelle ..                  | do              |  |
| Champlain Academy .....              | .....                 | do .....                      |                 |  |
| Chester Academy .....                | .....                 | do .....                      |                 |  |
| Cincinnati Academy .....             | Anthon .....          | do .....                      | Woodbury.       |  |
| Clarence Academy .....               | .....                 | .....                         | do              |  |
| Claverack Acad. and Hud. R. Inst. .. | Putz and Arnold ..... | Fasquelle ..                  | do              |  |
| *Clinton Academy .....               | .....                 | .....                         |                 |  |
| Clinton Grammar School .....         | .....                 | Fasquelle ..                  | Ahn.            |  |

|                                     |       |            |       |           |                  |           |
|-------------------------------------|-------|------------|-------|-----------|------------------|-----------|
| Corning Free Academy                | ..... | .....      | ..... | do        | .....            | Woodbury. |
| Cortland Academy                    | ..... | Allen      | ..... | do        | .....            | do        |
| Cortlandville Academy               | ..... | .....      | ..... | do        | .....            | Peissner. |
| Coxsackie Academy                   | ..... | .....      | ..... | do        | .....            | do        |
| Dansville Seminary                  | ..... | .....      | ..... | do        | .....            | Woodbury. |
| Delaware Academy                    | ..... | .....      | ..... | do        | .....            | do        |
| Delaware Literary Institute         | ..... | .....      | ..... | do        | .....            |           |
| Deposit Academy                     | ..... | .....      | ..... | do        | .....            |           |
| De Ruyter Institute                 | ..... | .....      | ..... | do        | .....            | Woodbury. |
| Dundee Academy                      | ..... | .....      | ..... | do        | .....            | do        |
| East Bloomfield Academy             | ..... | .....      | ..... | do        | .....            | do        |
| East Genesee Conference Seminary    | ..... | Dwight     | ..... | do        | .....            | do        |
| Ellington Academy                   | ..... | .....      | ..... | do        | .....            |           |
| Elmira Free Academy                 | ..... | .....      | ..... | do        | .....            |           |
| Erasmus Hall Academy                | ..... | .....      | ..... | Pinney    | .....            |           |
| Evans Academy                       | ..... | Eschenberg | ..... | Magill    | .....            |           |
| Fairfield Academy                   | ..... | .....      | ..... | DeFivas   | .....            | Woodbury. |
| Falley Seminary                     | ..... | .....      | ..... | Fasquelle | .....            | do        |
| *Farmers' Hall Academy              | ..... | .....      | ..... | .....     | .....            |           |
| Forestville Free Academy            | ..... | .....      | ..... | Fasquelle | .....            |           |
| Fort Covington Academy              | ..... | .....      | ..... | do        | .....            | Woodbury. |
| Fort Edward Collegiate Institute    | ..... | .....      | ..... | do        | .....            | do        |
| Fort Plain Sem. and Fem. Col. Inst. | ..... | .....      | ..... | do        | .....            | do        |
| Franklin Academy, Malone            | ..... | .....      | ..... | do        | .....            | do        |
| Franklin Academy, Prattsburg        | ..... | .....      | ..... | do        | .....            | do        |
| Fredonia Academy                    | ..... | Dwight     | ..... | do        | Pujol and Van N. | Otto.     |

SCHEDULE No. 11—Continued.

| ANCIENT AND MODERN LANGUAGES.        |                 |                  |                  |
|--------------------------------------|-----------------|------------------|------------------|
| NAMES OF ACADEMIES.                  | Mythology.      | French.          | German.          |
| Friends' Academy .....               | Smith .....     | Fasquelle .....  | Otto.            |
| Friendship Academy .....             | .....           | do .....         |                  |
| Gepesee Valley Seminary .....        | .....           | do .....         |                  |
| Genesee Wesleyan Seminary .....      | Keightley ..... | Knapp .....      | Woodbury, Adler. |
| Genesee and Wyoming Seminary ..      | .....           | Fasquelle .....  |                  |
| Genesee Academy .....                | .....           | do .....         | Ollendorff.      |
| Geneva Classical and Union School .. | Anthon .....    | do .....         | Woodbury.        |
| Gilbertsville Academy .....          | .....           | do .....         | do               |
| Glen's Falls Academy .....           | .....           | do .....         |                  |
| Gloversville Union Seminary .....    | Anthon .....    | do .....         | Woodbury.        |
| Gouverneur Wesleyan Seminary .....   | Andrews .....   | do .....         | do               |
| Grammar School of Madison Univer.    | .....           | .....            |                  |
| Greenville Academy .....             | .....           | Fasquelle .....  |                  |
| Griffith Institute .....             | .....           | do .....         | Woodbury.        |
| Groton Academy .....                 | Tooke .....     | do .....         |                  |
| Halfmoon Academy .....               | .....           | Ollendorff ..... | Woodbury.        |
| Hartford Academy .....               | .....           | Fasquelle .....  |                  |
| Hartwick Seminary .....              | .....           | do .....         | Adler.           |
| Holley Academy .....                 | Andrews .....   | do .....         |                  |

|                                     |       |                  |       |             |
|-------------------------------------|-------|------------------|-------|-------------|
| *Hoosick Falls Union School         | ..... | do               | ..... | Woodbury.   |
| Hudson Academy                      | ..... | .....            | ..... | .....       |
| Hungerford Collegiate Institute     | ..... | Fasquelle        | ..... | Woodbury.   |
| Huntington Union School             | ..... | do               | ..... | do          |
| Ithaca Academy                      | ..... | do               | ..... | .....       |
| Jamestown Union School & Col. Inst. | ..... | do               | ..... | .....       |
| Johnstown Academy                   | ..... | do               | ..... | Woodbury.   |
| Jonesville Academy                  | ..... | do               | Pujol | .....       |
| *Jordan Academy                     | ..... | do               | ..... | .....       |
| Keeseville Academy                  | ..... | do               | ..... | .....       |
| Kinderhook Academy                  | ..... | do               | ..... | .....       |
| Kingston Academy                    | ..... | do               | ..... | .....       |
| Knoxville Academy                   | ..... | .....            | ..... | Peissner.   |
| Lansingburgh Academy                | ..... | do               | ..... | .....       |
| Lawrenceville Academy               | ..... | Fasquelle        | ..... | .....       |
| Leavenworth Institute               | ..... | do               | ..... | Woodbury.   |
| Le Roy Academic Institute           | ..... | do               | ..... | .....       |
| Liberty Normal Institute            | ..... | do               | ..... | Ollendorff. |
| Lockport Union School               | ..... | Bolmar's Levizac | ..... | do Ahn.     |
| Lowville Academy                    | ..... | Robertson        | ..... | Peissner.   |
| Lyons Union School                  | ..... | do               | ..... | Woodbury.   |
| Macedon Academy                     | ..... | Fasquelle        | ..... | do          |
| Manlius Academy                     | ..... | do               | ..... | .....       |
| Marathon Academy                    | ..... | do               | ..... | .....       |
| Marion Collegiate Institute         | ..... | .....            | ..... | Ahn.        |
| *Marshall Seminary of Easton        | ..... | Fasquelle        | ..... | Ollendorff. |
| Mechanicville Academy               | ..... | do               | ..... | .....       |



## SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                   | ANCIENT AND MODERN LANGUAGES. |                  |                   |
|---------------------------------------|-------------------------------|------------------|-------------------|
|                                       | Mythology.                    | French.          | German.           |
| Medina Academy .....                  | .....                         | Fasquelle.....   | Woodbury.         |
| Mexico Academy .....                  | .....                         | do .....         | do                |
| Middlebury Academy .....              | .....                         | .....            | .....             |
| Monroe Academy .....                  | .....                         | .....            | .....             |
| Montgomery Academy .....              | .....                         | .....            | .....             |
| Monticello Academy .....              | .....                         | .....            | .....             |
| Moravia Institute .....               | .....                         | Fasquelle.....   | Woodbury.         |
| Mount Morris Union Free School .....  | .....                         | do .....         | do                |
| Mount Pleasant Academy .....          | Dwight .....                  | do Potevin ..... | Ahn, Glaubenslee. |
| Munro Collegiate Institute .....      | .....                         | do .....         | .....             |
| Naples Academy .....                  | .....                         | do .....         | Woodbury.         |
| Newark Union Free School .....        | Dwight .....                  | do .....         | do                |
| New Berlin Academy .....              | .....                         | do .....         | .....             |
| New Paltz Academy .....               | .....                         | Magill .....     | .....             |
| New York Central Academy .....        | .....                         | Fasquelle.....   | .....             |
| New York Conference Seminary .....    | .....                         | do .....         | Woodbury.         |
| North Granville Ladies Seminary ..... | .....                         | do .....         | .....             |
| *North Hebron Institute .....         | .....                         | .....            | .....             |

|  |                 |                          |                  |
|--|-----------------|--------------------------|------------------|
| Norwich Academy .....                    | .....           | Otto .....               | Otto.            |
| Ogdensburgh Educational Institute .....  | .....           | Fasquelle .....          |                  |
| Olean Academy .....                      | .....           | Manesca .....            |                  |
| Oneida Seminary .....                    | Andrews .....   | Otto .....               | Otto.            |
| Oneida Conference Seminary .....         | Smith .....     | Fasquelle .....          | Woodbury.        |
| Onondaga Academy .....                   | .....           | do .....                 | do               |
| Ontario Female Seminary .....            | Smith .....     | do .....                 | do               |
| Oswego High School .....                 | .....           | do .....                 | Ahn.             |
| Owego Academy .....                      | Anthon .....    | do .....                 | Woodbury.        |
| Oxford Academy .....                     | Keightley ..... | do .....                 | do               |
| Packer Collegiate Institute .....        | Bulfinch .....  | Pinney and Arnoult ..... |                  |
| Palatine Bridge Union Free School .....  | .....           | .....                    |                  |
| Palmyra Classical and Union School ..... | .....           | Fasquelle .....          |                  |
| Pekskill Academy .....                   | Anthon .....    | do .....                 | Woodbury.        |
| Penfield Seminary .....                  | do .....        | Pinney and Arnoult ..... |                  |
| Penn Yan Academy .....                   | do .....        | Fasquelle .....          | Woodbury.        |
| Perry Academy .....                      | .....           | do .....                 | do               |
| Phelps Union and Classical School .....  | .....           | do .....                 |                  |
| Phipps Union Seminary .....              | .....           | do .....                 | Woodbury, Adler. |
| Pike Seminary .....                      | .....           | do .....                 | do               |
| Plattsburg Academy .....                 | .....           | do .....                 |                  |
| Pompey Academy .....                     | .....           | do .....                 |                  |
| Port Byron Free School and Academy ..... | .....           | do .....                 | Woodbury.        |
| Prospect Academy .....                   | .....           | .....                    |                  |
| Pulaski Academy .....                    | .....           | Fasquelle .....          | Woodbury, Ahn.   |
| Red Creek Union Seminary .....           | .....           | do .....                 | do               |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.              | ANCIENT AND MODERN LANGUAGES. |                             |                |
|----------------------------------|-------------------------------|-----------------------------|----------------|
|                                  | Mythology.                    | French.                     | German.        |
| *Richburgh Academy.....          | .....                         | .....                       | Peissner, Ahn. |
| *Rochester Female Academy.....   | .....                         | Fasquelle, Pinney and Arn't | Woodbury.      |
| Rochester Free Academy.....      | Anthon .....                  | .....                       | do             |
| Rogersville Union Seminary ..... | .....                         | Fasquelle.....              | do             |
| Rome Academy.....                | .....                         | do Knapp .....              | do             |
| Rural Seminary.....              | Anthon .....                  | Knapp .....                 |                |
| Rushford Academy.....            | .....                         | Fasquelle.....              |                |
| *Sans Souci Seminary .....       | .....                         | do .....                    |                |
| St. Lawrence Academy .....       | .....                         | do .....                    |                |
| Sauquoit Academy .....           | Anthon .....                  | do .....                    |                |
| Schenectady Union School.....    | .....                         | do .....                    |                |
| Schoharie Academy .....          | .....                         | do Otto.....                |                |
| Seneca Falls Academy .....       | .....                         | do Pujol .....              |                |
| Sodus Academy.....               | .....                         | do .....                    | Woodbury.      |
| Spencertown Academy .....        | .....                         | .....                       |                |
| S. S. Seward Institute .....     | .....                         | Fasquelle.....              | Woodbury.      |
| Starkey Seminary .....           | .....                         | Guyot .....                 | do.            |

|                                    |         |                      |                 |
|------------------------------------|---------|----------------------|-----------------|
| Troy Academy .....                 | Antho   | Fasquelle            | Peissner, Otto. |
| Troy Female Seminary .....         | .....   | do Noel and Chapsal  | .....           |
| Troy High School .....             | .....   | do                   | .....           |
| Trumansburgh Academy .....         | .....   | Pujol and Van Norman | Woodbury.       |
| Unadilla Academy .....             | .....   | Fasquelle            | .....           |
| Union Academy of Belleville .....  | Andrews | do Knapp             | Woodbury.       |
| Union Hall Academy .....           | Smith   | Robertson            | Douai, Ahn.     |
| Union Village Academy .....        | .....   | Fasquelle            | .....           |
| Utica Academy .....                | Smith   | Noel and Chapsal     | .....           |
| Vernon Academy .....               | .....   | Fasquelle            | .....           |
| Wallkill Academy .....             | .....   | do                   | Woodbury.       |
| Walton Academy .....               | Antho   | do                   | .....           |
| Walworth Academy .....             | .....   | do                   | .....           |
| Warrensburgh Academy .....         | Antho   | do                   | .....           |
| Warsaw Union School .....          | Smith   | do                   | Woodbury.       |
| Warwick Institute .....            | .....   | .....                | .....           |
| Washington Academy .....           | .....   | Fasquelle            | .....           |
| Waterloo Union School .....        | .....   | do Pujol and Van N.  | .....           |
| Watertown High School .....        | .....   | do                   | .....           |
| Watkins Academy .....              | .....   | Magill               | Woodbury.       |
| Waverly Institute .....            | .....   | Fasquelle            | .....           |
| Webster Academy .....              | .....   | do                   | .....           |
| Westfield Academy .....            | .....   | do                   | .....           |
| West Winfield Academy .....        | Antho   | do                   | Woodbury.       |
| Whitestown Seminary .....          | Fiske   | do                   | .....           |
| Whitney's Point Union School ..... | .....   | .....                | Woodbury.       |

| NAMES OF ACADEMIES.               | ANCIENT AND MODERN LANGUAGES. |                |                                     |
|-----------------------------------|-------------------------------|----------------|-------------------------------------|
|                                   | Mythology.                    | French.        | German.                             |
| Wilson Collegiate Institute ..... | .....                         | Fasquelle..... | Adler, Ollendorff.<br><br>Woodbury. |
| Windsor Academy .....             | .....                         | do .....       |                                     |
| Yates Academy .....               | .....                         | .....          |                                     |
| Yates Polytechnic Institute ..... | .....                         | Fasquelle..... |                                     |

\* Those academies marked with a \* made no report of studies in 1867; the text-books are those reported in 1866.

Italian taught in—

Fairfield, Hungerford, Oneida Conference, Pulaski—4.

Spanish taught in—

Claverack, Fairfield, Jonesville, Mount Pleasant, Oneida Conference, Peekskill, Rome, Seward, Union Hall—9.

[For text-books used in Italian and Spanish, see end of Schedule No. 11.]

| <i>Troy Academy</i> .....                | <i>Hadley</i> ..... | <i>do</i>            | <i>Harkness</i> | <i>Eschenberg</i> --- | <i>Eschenberg</i> . |
|--|---------------------|----------------------|-----------------|-----------------------|---------------------|
| <i>Troy Female Seminary</i> .....        | .....               | <i>do</i>            | .....           | .....                 | .....               |
| <i>Troy High School</i> .....            | Bullions.....       | <i>do</i>            | .....           | .....                 | .....               |
| <i>Trumansburgh Academy</i> .....        | <i>do</i> Kühner    | <i>do</i>            | .....           | .....                 | .....               |
| <i>Unadilla Academy</i> .....            | <i>do</i> .....     | <i>do</i>            | .....           | .....                 | Adams.              |
| <i>Union Academy of Belleville</i> ..... | Crosby .....        | <i>do</i>            | .....           | .....                 | .....               |
| <i>Union Hall Academy</i> .....          | <i>do</i> .....     | <i>do</i>            | .....           | .....                 | Antho.              |
| <i>Union Village Academy</i> .....       | Bullions.....       | <i>do</i>            | .....           | .....                 | .....               |
| <i>Utica Academy</i> .....               | Crosby. ....        | <i>do</i>            | Harkness        | .....                 | Bojesen.            |
| <i>Vernon Academy</i> .....              | .....               | <i>do</i>            | .....           | .....                 | .....               |
| <i>Wallkill Academy</i> .....            | Bullions.....       | Bullions.....        | .....           | Antho                 | .....               |
| <i>Walton Academy</i> .....              | Hadley.....         | Harkness             | .....           | Smith                 | Smith.              |
| <i>Walworth Academy</i> .....            | Bullions.....       | Andrews and Stoddard | .....           | .....                 | .....               |
| <i>Warrensburgh Academy</i> .....        | Crosby.....         | <i>do</i>            | .....           | .....                 | Antho.              |
| <i>Warsaw Union School</i> .....         | Bullions.....       | <i>do</i>            | .....           | .....                 | Smith.              |
| <i>Warwick Institute</i> .....           | .....               | <i>do</i>            | .....           | .....                 | .....               |
| <i>Washington Academy</i> .....          | Bullions.....       | Bullions.....        | .....           | .....                 | .....               |
| <i>Waterloo Union School</i> .....       | Hadley.....         | <i>do</i> .....      | .....           | .....                 | .....               |
| <i>Watertown High School</i> .....       | Bullions.....       | Andrews and Stoddard | .....           | .....                 | .....               |
| <i>Watkins Academy</i> .....             | <i>do</i> .....     | <i>do</i>            | .....           | .....                 | .....               |
| <i>Waverly Institute</i> .....           | Kühner .....        | <i>do</i>            | .....           | .....                 | Baird.              |
| <i>Webster Academy</i> .....             | .....               | <i>do</i>            | .....           | .....                 | .....               |
| <i>Westfield Academy</i> .....           | Crosby.....         | <i>do</i>            | .....           | .....                 | .....               |
| <i>West Winfield Academy</i> .....       | Hadley, Bullions.   | <i>do</i>            | .....           | .....                 | Antho.              |
| <i>Whitestown Seminary</i> .....         | <i>do</i> .....     | Harkness             | .....           | Fiske                 | Fiske.              |
| <i>Whitney's Point Union School</i> ...  | Crosby.....         | <i>do</i>            | .....           | .....                 | .....               |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                 | NATURAL SCIENCES.                   |               |                      |            |
|-------------------------------------|-------------------------------------|---------------|----------------------|------------|
|                                     | Anatomy, Physiology<br>and Hygiene. | Botany.       | Chemistry.           | Geology.   |
| Brookfield Academy .....            | .....                               | Gray .....    | .....                | Wells.     |
| Brooklyn Collegiate and Poly. Inst. | .....                               | Wood .....    | Porter, Bow'n, Cooke | do         |
| Buffalo Central School .....        | Lambert .....                       | Gray .....    | Youmans .....        | Tenney.    |
| Buffalo Female Academy .....        | Cutter .....                        | Lincoln ..... | Hooker .....         |            |
| Cambridge Washington Academy.       | do .....                            | Wood .....    | Porter .....         |            |
| Canajoharie Academy .....           | .....                               | do .....      | .....                | Hitchcock. |
| Canandaigua Academy .....           | Cutter .....                        | .....         | Wells .....          |            |
| Canton Academy .....                | do .....                            | .....         | Youmans .....        |            |
| Cary Collegiate Seminary .....      | .....                               | Wood .....    | .....                | Hooker.    |
| Catskill Free Academy .....         | .....                               | .....         | Youmans .....        |            |
| Cayuga Lake Academy .....           | Jarvis .....                        | .....         | .....                |            |
| Champlain Academy .....             | .....                               | .....         | .....                |            |
| Chamberlain Institute .....         | Cutter .....                        | Gray .....    | Wells .....          |            |
| Chester Academy .....               | Hitchcock .....                     | do .....      | do .....             | Dana.      |
| Cincinnati Academy .....            | Cutter .....                        | Wood .....    | Porter .....         |            |
| Clarence Academy .....              | .....                               | .....         | do Fownes .....      |            |
| Claverack Academy and H. R. Inst.   | Lambert .....                       | Wood .....    | Youmans .....        | Hitchcock. |
| Clinton Academy .....               | .....                               | .....         | .....                | Dana.      |
| Clinton Grammar School .....        | Lectures .....                      | Gray .....    | Wells .....          |            |

[illegible]



SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                | NATURAL SCIENCES.                   |            |                |            |  |
|------------------------------------|-------------------------------------|------------|----------------|------------|--|
|                                    | Anatomy, Physiology<br>and Hygiene. | Botany.    | Chemistry.     | Geology.   |  |
| Friends' Academy .....             | Cutter .....                        | Gray ..... | Youmans .....  | Dana.      |  |
| Friendship Academy .....           | do .....                            | .....      | Wells .....    | Hitchcock. |  |
| Genesee Valley Seminary .....      | do .....                            | Wood ..... | do .....       | Comstock.  |  |
| Genesee Wesleyan Seminary .....    | do .....                            | do .....   | do .....       | Dana.      |  |
| Genesee and Wyoming Seminary.      | Jarvis .....                        | .....      | .....          | .....      |  |
| Geneseo Academy .....              | Hitchcock .....                     | Gray ..... | Wells .....    | Wells.     |  |
| Geneva Classical and Union School  | Cutter .....                        | do .....   | do .....       | .....      |  |
| Gilbertsville Academy & Col. Inst. | .....                               | .....      | do .....       | .....      |  |
| Glen's Falls Academy .....         | .....                               | Wood ..... | Youmans .....  | .....      |  |
| Gloversville Union Seminary .....  | Cutter .....                        | do .....   | .....          | .....      |  |
| Gouverneur Wesleyan Seminary ..    | do .....                            | Gray ..... | Wells .....    | Hitchcock. |  |
| Grammar School of Madison Univ.    | .....                               | .....      | .....          | .....      |  |
| Greenville Academy .....           | .....                               | .....      | Silliman ..... | .....      |  |
| Griffith Institute .....           | Cutter .....                        | Gray ..... | Youmans .....  | Dana.      |  |
| Groton Academy .....               | do .....                            | .....      | Wells .....    | .....      |  |
| Halfmoon Academy .....             | do .....                            | Gray ..... | .....          | .....      |  |
| Hartford Academy .....             | Hitchcock ..                        | .....      | Porter .....   | Hitchcock. |  |
| Hartwick Seminary .....            | .....                               | .....      | Wells .....    | .....      |  |
| Holley Academy .....               | .....                               | .....      | .....          | .....      |  |

|                                    |                 |      |          |  |            |
|------------------------------------|-----------------|------|----------|--|------------|
| *Hosack Falls Union School         |                 |      |          |  | Dana.      |
| Hudson Academy                     | Cutter          | Wood | Silliman |  | Hitchcock. |
| Hungerford Collegiate Institute    | Lambert         | Gray | Youmans  |  | Dana.      |
| Huntington Union School            | Cutter          | Wood | Wells    |  | Tenney.    |
| Ithaca Academy                     |                 |      | do       |  |            |
| Jamestown Union Sch'l & Col. Inst. | Cutter, Lambert | Wood | Youmans  |  |            |
| Johnstown Academy                  | do              |      | do       |  |            |
| Jonesville Academy                 |                 |      |          |  |            |
| *Jordan Academy                    | Jarvis          | Gray | Youmans  |  | Hitchcock. |
| Keeseville Academy                 |                 |      | do       |  |            |
| Kinderhook Academy                 | Hooker          |      |          |  |            |
| Kingston Academy                   |                 |      |          |  |            |
| Knoxville Academy                  | Jarvis          | Wood | Wells    |  | Wells.     |
| Lausingsburgh Academy              | Cutter          | do   | do       |  |            |
| Lawrenceville Academy              | do              | Gray |          |  |            |
| Leavenworth Institute              | Hitchcock       | do   | Youmans  |  | Wells.     |
| Le Roy Academic Institute          | Cutter          | Wood | do       |  |            |
| Liberty Normal Institute           | do              | Gray | Wells    |  | Hitchcock. |
| Lockport Union School              | do              | do   | do       |  | do         |
| Lowville Academy                   |                 | do   |          |  |            |
| Lyons Union School                 | Cutter          | do   | Youmans  |  |            |
| Macedon Academy                    | do              |      | Fownes   |  |            |
| Manlius Academy                    | do              |      |          |  |            |
| Marathon Academy                   | do              | Wood | Wells    |  | Wells.     |
| Marion Collegiate Institute        | do              |      |          |  |            |
| Marshall Seminary of Easton        | Lambert         |      |          |  | Tenney.    |
| Mechanicville Academy              |                 | Wood | Wells    |  |            |

## ACADEMIES.

## SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                 | NATURAL SCIENCES.                   |            |                 |            |
|-------------------------------------|-------------------------------------|------------|-----------------|------------|
|                                     | Anatomy, Physiology<br>and Hygiene. | Botany.    | Chemistry.      | Geology.   |
| Medina Academy .....                | Lambert .....                       | Wood ..... | Youmans .....   | Dana.      |
| Mexico Academy .....                | Hitchcock .....                     | Gray ..... | do .....        | Hitchcock. |
| Middlebury Academy .....            | .....                               | do .....   | do .....        |            |
| Monroe Academy .....                | .....                               | .....      | .....           |            |
| Montgomery Academy .....            | Cutter .....                        | .....      | Wells .....     |            |
| Monticello Academy .....            | do .....                            | Gray ..... | Hitchcock ..... | Miller.    |
| Moravia Institute .....             | do .....                            | Wood ..... | .....           |            |
| Mount Morris Union Free School.     | .....                               | do .....   | .....           |            |
| *Mount Pleasant Academy .....       | Lectures .....                      | .....      | Lectures .....  | Lectures.  |
| Munro Collegiate Institute .....    | Hitchcock .....                     | Gray ..... | Youmans .....   | Wells.     |
| Naples Academy .....                | Cutter .....                        | .....      | Wells .....     | Dana.      |
| Newark Union Free School .....      | .....                               | Gray ..... | do .....        | Lee.       |
| New Berlin Academy .....            | Cutter .....                        | .....      | .....           | Wells.     |
| New Paltz Academy .....             | do .....                            | Wood ..... | Wells .....     |            |
| New York Central Academy .....      | do .....                            | .....      | .....           |            |
| New York Conference Seminary ..     | Hooker .....                        | Wood ..... | Wells .....     | Dana.      |
| North Granville Ladies' Seminary .. | Cutter .....                        | do .....   | Youmans .....   | do         |
| *North Hebron Institute .....       | .....                               | .....      | .....           |            |

|                                      |                 |               |                      |            |
|--------------------------------------|-----------------|---------------|----------------------|------------|
| Norwich Academy.....                 | Cutter .....    | Gray .....    | Wells .....          |            |
| Ogdensburgh Educational Inst. ....   | .....           | .....         | .....                |            |
| Olean Academy .....                  | Cutter .....    | Gray .....    | Wells .....          |            |
| Oneida Seminary .....                | do .....        | Wood .....    | do .....             |            |
| Oneida Conference Seminary .....     | Hitchcock ..... | Gray .....    | Porter .....         | Gray.      |
| Onondaga Academy .....               | Cutter .....    | Wood .....    | do .....             |            |
| Ontario Female Seminary .....        | Lambert .....   | Gray .....    | Wells .....          | Hitchcock. |
| Oswego High School .....             | .....           | do .....      | Porter .....         | Tenney.    |
| Owego Academy .....                  | Lectures .....  | do .....      | Stockhardt, Wells .. | Hitchcock. |
| Oxford Academy .....                 | Cutter .....    | Wood .....    | Wells .....          |            |
| Packer Collegiate Institute .....    | Hooker .....    | do .....      | Draper .....         | Dana.      |
| Palatine Bridge Union Free School .. | .....           | .....         | .....                |            |
| Palmyra Classical & Union School ..  | Cutter .....    | .....         | Wells .....          |            |
| Peekskill Academy .....              | .....           | .....         | do .....             |            |
| Penfield Seminary .....              | .....           | .....         | do .....             |            |
| Penn Yan Academy .....               | Cutter .....    | Wood .....    | do .....             | Hitchcock. |
| Perry Academy .....                  | do .....        | Gray .....    | do .....             | do         |
| Phelps Union and Classical School .. | .....           | do .....      | .....                |            |
| Phipps Union Seminary .....          | Cutter .....    | Lincoln ..... | Youmans .....        | Hitchcock. |
| Pike Seminary .....                  | Lambert .....   | Gray .....    | Wells .....          | Wells.     |
| Plattsburgh Academy .....            | .....           | do .....      | Youmans .....        |            |
| Pompey Academy .....                 | Cutter .....    | .....         | Porter .....         |            |
| Port Byron Free School & Acad'y, ..  | .....           | Gray .....    | Youmans .....        |            |
| Prospect Academy .....               | Cutter .....    | .....         | .....                | Hitchcock. |
| Pulaski Academy .....                | do .....        | Gray .....    | Johnston .....       | Dana.      |
| Red Creek Union Seminary .....       | do .....        | .....         | Wells .....          |            |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.              | NATURAL SCIENCES.                   |            |                |            |
|----------------------------------|-------------------------------------|------------|----------------|------------|
|                                  | Anatomy, Physiology<br>and Hygiene. | Botany.    | Chemistry.     | Geology.   |
| *Richburgh Academy.....          | Comings .....                       | Gray ..... | .....          | Dana.      |
| *Rochester Female Academy .....  | Cutter .....                        | do .....   | Silliman ..... |            |
| Rochester Free Academy.....      | do .....                            | Wood ..... | Porter .....   | Hitchcock. |
| Rogersville Union Seminary ..... | do .....                            | Gray ..... | Wells.....     | do         |
| Rome Academy.....                | do .....                            | do .....   | do .....       | Dana.      |
| Rural Seminary .....             | .....                               | do .....   | Youmans .....  |            |
| Rushford Academy.....            | Hitchcock .....                     | Wood ..... | .....          | Wells.     |
| *Sans Souci Seminary .....       | Cutter .....                        | do .....   | Porter .....   | Hitchcock. |
| St. Lawrence Academy .....       | do .....                            | Gray ..... | Youmans .....  | Dana.      |
| Sauquoit Academy.....            | .....                               | do .....   | .....          |            |
| Schenectady Union School .....   | Hooker .....                        | do .....   | .....          |            |
| Schoharie Academy.....           | .....                               | .....      | Youmans .....  |            |
| Seneca Falls Academy.....        | .....                               | Wood ..... | .....          |            |
| Sodus Academy .....              | Cutter .....                        | Gray ..... | .....          |            |
| Spencertown Academy .....        | do .....                            | Wood ..... | .....          |            |
| S. S. Seward Institute .....     | .....                               | .....      | .....          |            |
| Starkoy Seminary .....           | Hitchcock .....                     | Wood ..... | Wells.....     | Hitchcock. |
| Syracuse High School .....       | .....                               | do .....   | Porter .....   |            |

|                                    |                         |          |          |          |                      |
|------------------------------------|-------------------------|----------|----------|----------|----------------------|
| Troy High School.....              | do .....                | do ..... | do ..... | do ..... | Wells, Youmans ..... |
| Trumansburgh Academy .....         | do .....                | do ..... | do ..... | do ..... | Porter .....         |
| Unadilla Academy .....             | Hitchcock .....         | do ..... | do ..... | do ..... | do .....             |
| Union Academy of Belleville.....   | Cutter .....            | do ..... | do ..... | do ..... | Draper .....         |
| Union Hall Academy .....           | Draper, Hooker .....    | do ..... | do ..... | do ..... | Youmans .....        |
| Union Village Academy.....         | Lambert .....           | do ..... | do ..... | do ..... | Wells .....          |
| Utica Academy.....                 | Hooker .....            | do ..... | do ..... | do ..... | do .....             |
| Vernon Academy .....               | do .....                | do ..... | do ..... | do ..... | do .....             |
| Wallkill Academy .....             | Cutter .....            | do ..... | do ..... | do ..... | Draper .....         |
| Walton Academy .....               | do .....                | do ..... | do ..... | do ..... | do .....             |
| Walworth Academy.....              | Cutter .....            | do ..... | do ..... | do ..... | do .....             |
| Warrensburgh Academy .....         | do .....                | do ..... | do ..... | do ..... | do .....             |
| Warsaw Union School .....          | Lambert .....           | do ..... | do ..... | do ..... | Porter .....         |
| Warwick Institute .....            | Hitchcock, Hooker ..... | do ..... | do ..... | do ..... | do .....             |
| Washington Academy.....            | Lambert .....           | do ..... | do ..... | do ..... | Porter .....         |
| Waterloo Union School .....        | do .....                | do ..... | do ..... | do ..... | do .....             |
| Watertown High School .....        | do .....                | do ..... | do ..... | do ..... | Wells .....          |
| Watkins Academy.....               | do .....                | do ..... | do ..... | do ..... | do .....             |
| Waverly Institute .....            | do .....                | do ..... | do ..... | do ..... | do .....             |
| Webster Academy .....              | do .....                | do ..... | do ..... | do ..... | do .....             |
| Westfield Academy.....             | Cutter .....            | do ..... | do ..... | do ..... | do .....             |
| West Winfield Academy .....        | do .....                | do ..... | do ..... | do ..... | do .....             |
| Whitestown Seminary .....          | do .....                | do ..... | do ..... | do ..... | do .....             |
| Whitney's Point Union School ..... | do .....                | do ..... | do ..... | do ..... | do .....             |
| Wilson Collegiate Institute .....  | do .....                | do ..... | do ..... | do ..... | do .....             |

| NAMES OF ACADEMIES.              | NATURAL SCIENCES.                   |         |            |          |
|----------------------------------|-------------------------------------|---------|------------|----------|
|                                  | Anatomy, Physiology<br>and Hygiene. | Botany. | Chemistry. | Geology. |
| Windsor Academy.....             | .....                               | .....   | Wells..... |          |
| Yates Polytechnic Institute..... | .....                               | .....   | .....      |          |
| Yates Academy .....              | .....                               | .....   | .....      |          |

\* Those academies marked with a \* made no report of studies in 1867; the text-books named are those reported in 1866.

Meteorology, taught in—Academy at Little Falls, Binghamton, Canandaigua, Delaware, Fredonia, Genesee Valley, Geneseo, Groton, Leavenworth, Olean, Oneida Conference, Ontario, Owego, Pompey, Rushford—15.

Mineralogy, taught in—Alfred, Batavia, Canandaigua, Cary, Delaware, Fort Edward, Friends', Gouverneur, Hungerford, Mexico, Owego, Rogersville—12.

Natural History, taught in—Alfred, Batavia, Chester, Claverack, Cortland, Fort Edward, Geneva, Griffith, Kingston, Lansingburgh, Le Roy, Liberty, Marshall, Monticello, Mount Pleasant, Munro, North Granville, Ontario, Oswego, Packer, Sauquoit, Syracuse, Union Hall, Utica—24.

Zoology, taught in—Alfred, Batavia, Brooklyn, Buffalo Central, Claverack, Fort Edward, Hungerford, Jamestown, Lansingburgh, Leavenworth, Le Roy, Liberty, Mechanicville, Oswego, Penfield, Rogersville, Syracuse, Troy Female, Union Hall—19.

[For the text-books used in connection with the above subjects, see end of schedule No. 11.]

| MORAL, INTELLECTUAL AND POLITICAL SCIENCES.    |                       |                           |                    |                               |
|--|-----------------------|---------------------------|--------------------|-------------------------------|
| NAMES OF ACADEMIES.                            | Criticism (Elements). | Christianity (Evidences). | History (General). | History of the United States. |
| Academy at Little Falls .....                  | .....                 | .....                     | .....              | Willson.                      |
| Academy of Dutchess County .....               | .....                 | .....                     | .....              | Lossing.                      |
| Albany Academy .....                           | .....                 | .....                     | Sewell .....       | do                            |
| *Albany Female Seminary .....                  | .....                 | .....                     | Robbins .....      | Quackenbos.                   |
| Allbion Academy .....                          | .....                 | .....                     | .....              | Willson.                      |
| Alfred University, Academical Department ..... | Lectures .....        | Rushnell .....            | Weber .....        | Goodrich.                     |
| Ames Academy .....                             | .....                 | .....                     | Willson .....      | Willson.                      |
| Andes Collegiate Institute .....               | .....                 | .....                     | .....              | Quackenbos.                   |
| Angelica Academy .....                         | .....                 | .....                     | Willson .....      | Willson.                      |
| Antwerp Liberal Literary Institute .....       | .....                 | .....                     | Willard .....      | Goodrich.                     |
| Arcade Academy .....                           | .....                 | .....                     | .....              | Willson.                      |
| Argyle Academy .....                           | .....                 | .....                     | Willson .....      | Lossing.                      |
| Attica Union School .....                      | .....                 | .....                     | Willson .....      | Willson.                      |
| Auburn Academic High School .....              | .....                 | .....                     | .....              | Willson.                      |
| Augusta Academy .....                          | .....                 | .....                     | .....              | Willson.                      |
| Aurora Academy .....                           | .....                 | .....                     | Willson .....      | Willson.                      |
| Baldwinsville Academy .....                    | .....                 | .....                     | Quackenbos .....   | Quackenbos.                   |
| Batavia Union School .....                     | .....                 | .....                     | Willson .....      | Lossing.                      |
| Binghamton Academy .....                       | .....                 | .....                     | .....              | .....                         |



SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                         | MORAL, INTELLECTUAL AND POLITICAL SCIENCES. |                           |                    |                               |
|---|---|---------------------------|--------------------|-------------------------------|
|   | Criticism (Elements).                       | Christianity (Evidences). | History (General). | History of the United States. |
| Brookfield Academy .....                    | .....                                       | .....                     | Robbins .....      | Willson.                      |
| Brooklyn Collegiate and Polytechnic Inst. . | Spaulding ..                                | .....                     | Worcester .....    | Goodrich.                     |
| Buffalo Central School .....                | .....                                       | .....                     | Oral .....         | do    Lossing.                |
| Buffalo Female Academy .....                | .....                                       | .....                     | Robbins .....      | Quackenbos.                   |
| Cambridge Washington Academy.....           | .....                                       | .....                     | do .....           | Willson.                      |
| Canajoharie Academy .....                   | .....                                       | .....                     | .....              | do                            |
| Canandaigua Academy.....                    | .....                                       | .....                     | Willson .....      | Willard.                      |
| Canton Academy .....                        | .....                                       | .....                     | Worcester .....    | Quackenbos.                   |
| Cary Collegiate Seminary .....              | .....                                       | .....                     | Markham .....      | do                            |
| *Cayuga Lake Academy .....                  | .....                                       | .....                     | Willson .....      | Willson.                      |
| Chamberlain Institute .....                 | .....                                       | .....                     | .....              | Lossing.                      |
| Champlain Academy .....                     | .....                                       | .....                     | Dickens .....      | Willson.                      |
| Chester Academy.....                        | .....                                       | .....                     | .....              | Bernard.                      |
| Cincinnatus Academy.....                    | .....                                       | .....                     | .....              | do                            |
| Clarence Academy .....                      | .....                                       | .....                     | .....              | Willson.                      |
| Claverack Academy and Hudson River Inst..   | Kames .....                                 | Paley .....               | Whelpley .....     | Quackenbos.                   |
| Clinton Academy.....                        | .....                                       | .....                     | Goodrich .....     |                               |
| Clinton Grammar School .....                | Kames .....                                 | Alexander ..              | Weber .....        |                               |
| Clinton Liberal Institute .....             | do .....                                    | .....                     | .....              |                               |

|  |             |               |                   |             |
|--|-------------|---------------|-------------------|-------------|
| Corning Free Academy.....                  | Kames ..... | Hopkins ..... | Robbins .....     | do          |
| Cortland Academy.....                      | .....       | .....         | do .....          | Lossing.    |
| Cortlandville Academy.....                 | .....       | .....         | .....             | Willson.    |
| Coxsackie Academy.....                     | Kames ..... | .....         | .....             | Harper.     |
| Dansville Seminary.....                    | .....       | .....         | .....             | Lossing.    |
| Delaware Academy.....                      | .....       | .....         | Weber .....       | .....       |
| Delaware Literary Institute.....           | .....       | Paley .....   | Smith, Liddell .. | Quackenbos. |
| Deposit Academy.....                       | .....       | .....         | .....             | .....       |
| De Ruyter Institute.....                   | .....       | .....         | Willson .....     | Willson.    |
| Dundee Academy.....                        | .....       | .....         | .....             | Goodrich.   |
| East Bloomfield Academy.....               | .....       | .....         | .....             | .....       |
| East Genesee Conference Seminary.....      | .....       | .....         | .....             | Quackenbos. |
| Ellington Academy.....                     | .....       | .....         | .....             | do          |
| Elmira Free Academy.....                   | .....       | .....         | .....             | Anderson.   |
| *Erasmus Hall Academy.....                 | .....       | .....         | Worcester .....   | .....       |
| Evans Academy.....                         | .....       | .....         | Dew .....         | Willson.    |
| Fairfield Academy.....                     | Kames ..... | Paley .....   | Willson .....     | Lossing.    |
| Falley Seminary.....                       | do .....    | Hopkins ..... | do .....          | .....       |
| *Farmers' Hall Academy.....                | .....       | .....         | .....             | Willard.    |
| Forestville Free Academy.....              | .....       | .....         | Willard .....     | do          |
| Fort Covington Academy.....                | .....       | .....         | .....             | Quackenbos. |
| Fort Edward Collegiate Institute.....      | Kames ..... | Paley .....   | .....             | .....       |
| Fort Plain Seminary and Female Col. Inst.. | do .....    | .....         | .....             | .....       |
| Franklin Academy, Malone .....             | .....       | .....         | Willson .....     | Willson.    |
| Franklin Academy, Prattsburg .....         | .....       | .....         | Worcester .....   | Worcester.  |
| Fredonia Academy .....                     | Kames ..... | .....         | Bloss .....       | Berard.     |
| Friends' Academy .....                     | .....       | Paley .....   | .....             | .....       |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                     | MORAL, INTELLECTUAL AND POLITICAL SCIENCES. |                            |                    |                               |
|---|---|----------------------------|--------------------|-------------------------------|
|   | Criticism (Ei-ments).                       | Christianity (Evi-dences). | History (General). | History of the United States. |
| Friendship Academy .....                | Kames .....                                 | Alexander ..               | Willson .....      | Willson.                      |
| Genesee Valley Seminary .....           | .....                                       | .....                      | Robbins .....      | do                            |
| Genesee Wesleyan Seminary .....         | Kames .....                                 | Paley .....                | do Willson ..      |                               |
| Genesee and Wyoming Seminary .....      | .....                                       | .....                      | .....              |                               |
| Geneseo Academy .....                   | Kames .....                                 | Lectures ..                | .....              | Willson.                      |
| Geneva Classical and Union School ..... | do .....                                    | .....                      | Willson .....      | Berard.                       |
| Gilbertsville Academy .....             | .....                                       | .....                      | .....              | Quackenbos.                   |
| Glen's Falls Academy .....              | .....                                       | .....                      | Goodrich .....     |                               |
| Gloversville Union Seminary .....       | Kames .....                                 | .....                      | .....              | Lossing.                      |
| Gouverneur Wesleyan Seminary .....      | do .....                                    | Hopkins ...                | Willson .....      | Willson.                      |
| Grammar School of Madison University .. | .....                                       | .....                      | .....              | do                            |
| Greenville Academy .....                | .....                                       | .....                      | Willson .....      | Quackenbos.                   |
| Griffith Institute .....                | Kames .....                                 | Paley .....                | do .....           | Willson.                      |
| Groton Academy .....                    | .....                                       | .....                      | .....              |                               |
| Halfmoon Academy .....                  | Oral .....                                  | .....                      | .....              | Lossing.                      |
| Hartford Academy .....                  | .....                                       | .....                      | Harper .....       | Goodrich.                     |
| Hartwick Seminary .....                 | .....                                       | .....                      | Reed .....         |                               |
| Holley Academy .....                    | .....                                       | .....                      | .....              | Willson.                      |

|  |             |               |                 |             |
|--|-------------|---------------|-----------------|-------------|
| Hungerford Collegiate Institute.....       | .....       | .....         | .....           | do          |
| Huntington Union School .....              | .....       | Paley .....   | Willard .....   | Willard.    |
| Ithaca Academy .....                       | .....       | .....         | Weber .....     | Lossing.    |
| Jamestown Union School and Coll. Inst..... | .....       | .....         | Motley .....    | Quackenbos. |
| Johnstown Academy.....                     | .....       | .....         | Willard .....   | Goodrich.   |
| Jonesville Academy .....                   | .....       | .....         | .....           | Quackenbos. |
| *Jordan Academy.....                       | .....       | .....         | .....           | Goodrich.   |
| Keeseville Academy .....                   | .....       | .....         | .....           | Quackenbos. |
| Kinderhook Academy .....                   | .....       | .....         | Willson .....   | Berard.     |
| Kingston Academy.....                      | Kames ..... | .....         | .....           | Goodrich.   |
| Knoxville Academy .....                    | .....       | Hopkins ..... | .....           | Quackenbos. |
| Lansingburgh Academy .....                 | .....       | .....         | .....           | Goodrich.   |
| Lawrenceville Academy .....                | .....       | .....         | .....           | Lossing.    |
| Leavenworth Institute .....                | .....       | .....         | Willson .....   | Willard.    |
| Le Roy Academic Institute .....            | Kames ..... | .....         | do .....        | Goodrich.   |
| Liberty Normal Institute .....             | .....       | .....         | do .....        | Willson.    |
| Lockport Union School .....                | .....       | Alexander ..  | .....           | Quackenbos. |
| Lowville Academy .....                     | Kames ..... | .....         | Willson .....   | Quackenbos. |
| Lyons Union School .....                   | .....       | .....         | .....           | Quackenbos. |
| Macedon Academy .....                      | .....       | .....         | Worcester ..... | Worcester.  |
| Manlius Academy .....                      | .....       | Butler .....  | .....           | Willson.    |
| Marion Collegiate Institute .....          | .....       | .....         | Willard .....   |             |
| Marshall Seminary of Easton .....          | .....       | .....         | Willson .....   |             |
| Mechanicville Academy.....                 | Kames ..... | .....         | .....           |             |
| Medina Academy .....                       | .....       | .....         | .....           |             |

SCHEDULE No. 11—Continued.

| MORAL, INTELLECTUAL AND POLITICAL SCIENCES. |                       |                           |                         |                               |
|---|-----------------------|---------------------------|-------------------------|-------------------------------|
| NAMES OF ACADEMIES.                         | Criticism (Elements). | Christianity (Evidences). | History (General).      | History of the United States. |
| Mexico Academy.....                         | Kames .....           | Hopkins.....              | Willson .....           | Willson.                      |
| Middlebury Academy.....                     | do .....              | Paley .....               | .....                   | Lossing.                      |
| Monroe Academy .....                        | .....                 | .....                     | .....                   | .....                         |
| Montgomery Academy .....                    | .....                 | .....                     | Willson .....           | Willson.                      |
| Monticello Academy.....                     | .....                 | .....                     | .....                   | .....                         |
| Moravia Institute .....                     | .....                 | .....                     | .....                   | .....                         |
| Mount Morris Union School.....              | Kames .....           | .....                     | .....                   | Goodrich.                     |
| *Mount Pleasant Academy.....                | do .....              | .....                     | Worcester, Berard ..... | Quackenbos.                   |
| Munro Collegiate Institute .....            | .....                 | .....                     | .....                   | do                            |
| Naples Academy .....                        | Kames .....           | Paley .....               | Willson .....           | do                            |
| Newark Union Free School.....               | .....                 | .....                     | .....                   | do                            |
| New Berlin Academy .....                    | .....                 | .....                     | .....                   | Willson.                      |
| New Paltz Academy.....                      | .....                 | .....                     | Willson .....           | .....                         |
| New York Central Academy.....               | .....                 | .....                     | .....                   | .....                         |
| New York Conference Seminary.....           | Kames .....           | .....                     | Robbins .....           | Quackenbos.                   |
| North Granville Ladies' Seminary.....       | do .....              | Alexander .....           | .....                   | Goodrich.                     |
| *North Hebron Institute .....               |                       | .....                     | .....                   | .....                         |
| Norwich Academy .....                       |                       | .....                     | Willson, Goodrich ..... | Willson.                      |
| .....                                       | Kames .....           | .....                     | .....                   | .....                         |

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SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.             | MORAL, INTELLECTUAL AND POLITICAL SCIENCES. |                           |                    |                               |
|---------------------------------|---|---------------------------|--------------------|-------------------------------|
|                                 | Criticism (Elements).                       | Christianity (Evidences). | History (General). | History of the United States. |
| *Rochester Female Academy.....  | .....                                       | Alexander ..              | Willson .....      | Lossing.                      |
| Rochester Free Academy .....    | .....                                       | Butler .....              | do .....           | Willson.                      |
| Rogersville Union Seminary..... | Kames .....                                 | Paley .....               | do .....           | Quackenbos.                   |
| Rome Academy.....               | do .....                                    | .....                     | .....              | Lossing.                      |
| Rural Seminary .....            | .....                                       | .....                     | Willson .....      | Willson.                      |
| Rushford Academy.....           | .....                                       | .....                     | .....              | .....                         |
| *Sans Souci Seminary .....      | Kames .....                                 | Alexander ..              | Robbins .....      | Quackenbos.                   |
| St. Lawrence Academy .....      | .....                                       | .....                     | .....              | do                            |
| Sauquoit Academy .....          | .....                                       | .....                     | .....              | Willson.                      |
| Schenectady Union School .....  | .....                                       | .....                     | Willard .....      | Lossing.                      |
| Schoharie Academy .....         | .....                                       | .....                     | .....              | Willson.                      |
| Seneca Falls Academy.....       | .....                                       | .....                     | Robbins .....      | Goodrich.                     |
| Sodus Academy .....             | .....                                       | .....                     | .....              | Willson.                      |
| Spencertown Academy.....        | .....                                       | .....                     | .....              | Anderson.                     |
| S. S. Seward Institute.....     | .....                                       | .....                     | Robbins .....      | .....                         |
| Starkey Seminary.....           | .....                                       | .....                     | Willson .....      | Willson.                      |
| Syracuse High School .....      | .....                                       | .....                     | do .....           | do                            |

|                              |       |         |  |              |                    |
|------------------------------|-------|---------|--|--------------|--------------------|
| Troy High School             |       |         |  |              | Quackenbos.        |
| Trumansburgh Academy         |       |         |  |              | Willson.           |
| Unadilla Academy             |       |         |  |              |                    |
| Union Academy of Belleville  | Kames |         |  | Willson      |                    |
| Union Hall Academy           |       | Paley   |  | Robbins      | Goodrich, Lossing. |
| Union Village Academy        | Kames | Hopkins |  | Willson      | do                 |
| Utica Academy                |       |         |  | do Worcester |                    |
| Vernon Academy               |       |         |  |              |                    |
| Wallkill Academy             |       |         |  |              | Guernsey.          |
| Walton Academy               |       |         |  |              | Quackenbos.        |
| Walworth Academy             |       |         |  |              |                    |
| Warrensburgh Academy         |       |         |  |              | Quackenbos.        |
| Warsaw Union School          |       |         |  |              | do                 |
| Warwick Institute            |       |         |  |              | Berard.            |
| Washington Academy           | Kames |         |  | Willson      | Goodrich.          |
| Waterloo Union School        |       |         |  |              |                    |
| Watertown High School        | Kames |         |  |              |                    |
| Watkins Academy              |       |         |  |              | Quackenbos.        |
| Waverly Institute            |       |         |  | Willson      | Willson.           |
| Webster Academy              |       |         |  | Goodrich     | Quackenbos.        |
| Westfield Academy            |       |         |  |              | Berard.            |
| West Winfield Academy        |       |         |  |              | Willson.           |
| Whitestown Seminary          |       | Paley   |  | Willson      | do                 |
| Whitney's Point Union School |       |         |  |              | Lossing.           |



SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.              | MORAL, INTELLECTUAL AND POLITICAL SCIENCES. |                          |                    |                               |
|----------------------------------|---|--------------------------|--------------------|-------------------------------|
|                                  | Criticism (Elements).                       | Christianity (Evidence). | History (General). | History of the United States. |
| Wilson Collegiate Institute..... | .....                                       | .....                    | .....              |                               |
| Windsor Academy.....             | .....                                       | .....                    | Worcester .....    |                               |
| Yates Academy .....              | .....                                       | .....                    | .....              |                               |
| Yates Polytechnic Institute..... | .....                                       | .....                    | Willard .....      | Goodrich.                     |

\* Those academies marked with a \* made no report of studies in 1867; the text-books are those reported in 1866.

History of Literature, taught in—Arcade, Binghamton, Chamberlain, Claverack, Clinton Grammar, Clinton Liberal, Cortland, Dansville, East Genesee, Fort Edward, Franklin, Malone, Fredonia, Friends, Genesee Wesleyan, Geneva, Gloversville, Huntington, Kingston, Lausburgh, Madison, Mexico, Naples, New York Conference, North Granville, Oneida Conference, Owego, Packer, Peekskill, Phipps, Plattsburgh, Rome, Schenectady, Schoharie, Seward, Troy Female, Utica, Watertown—38.

[For text-books used, see end of Schedule No. 11.]

| NAMES OF ACADEMIES.                           | MORAL, INTELLECTUAL AND POLITICAL SCIENCES. |                            |                     |                    |
|---|---|----------------------------|---------------------|--------------------|
|   | Natural Theology.                           | Philosophy (Intellectual). | Philosophy (Moral). | Political Economy. |
| Academy at Little Falls .....                 | .....                                       | .....                      | .....               | .....              |
| Academy of Dutchess County .....              | .....                                       | .....                      | .....               | .....              |
| Albany Academy .....                          | .....                                       | Abercrombie .....          | .....               | .....              |
| *Albany Female Seminary .....                 | .....                                       | .....                      | .....               | .....              |
| Albion Academy .....                          | .....                                       | .....                      | .....               | .....              |
| Alfred University, Academical Departm't ..... | .....                                       | Haven .....                | Hickok .....        | .....              |
| Andes Collegiate Institute .....              | .....                                       | Upham .....                | Wayland .....       | .....              |
| Angelica Academy .....                        | .....                                       | .....                      | .....               | .....              |
| Antwerp Liberal Literary Institute .....      | .....                                       | .....                      | .....               | .....              |
| Arcade Academy .....                          | .....                                       | .....                      | .....               | .....              |
| Argyle Academy .....                          | .....                                       | .....                      | .....               | .....              |
| Auburn Academic High School .....             | .....                                       | .....                      | .....               | .....              |
| Augusta Academy .....                         | .....                                       | .....                      | .....               | .....              |
| Aurora Academy .....                          | .....                                       | .....                      | .....               | .....              |
| Baldwinsville Academy .....                   | .....                                       | .....                      | .....               | .....              |
| Batavia Union School .....                    | .....                                       | Hamilton .....             | .....               | .....              |
| Binghamton Academy .....                      | .....                                       | .....                      | Wayland .....       | .....              |
| Brookfield Academy .....                      | .....                                       | .....                      | .....               | .....              |
| Brooklyn Coll. and Polytech. Institute .....  | .....                                       | Hamilton .....             | Wayland .....       | .....              |

SCHEDULE No. 11—Continued.

ACADEMIES.

| NAMES OF ACADEMIES.                    | MORAL, INTELLECTUAL AND POLITICAL SCIENCES. |                            |                     |                    |
|--|---|----------------------------|---------------------|--------------------|
|  | Natural Theology.                           | Philosophy (Intellectual). | Philosophy (Moral). | Political Economy. |
| Buffalo Central School .....           | .....                                       | Champlin.....              | Alexander .....     | Young.             |
| Buffalo Female Academy .....           | Paley .....                                 | Abercrombie .....          | Abercrombie .....   |                    |
| Cambridge Washington Academy .....     | .....                                       | .....                      | .....               |                    |
| Canajoharie Academy .....              | .....                                       | .....                      | .....               |                    |
| Canandaigua Academy .....              | .....                                       | .....                      | .....               |                    |
| Canton Academy .....                   | .....                                       | .....                      | .....               |                    |
| Cary Collegiate Seminary .....         | .....                                       | .....                      | .....               |                    |
| *Cayuga Lake Academy .....             | .....                                       | Wayland .....              | Alden .....         |                    |
| Chamberlain Institute .....            | .....                                       | .....                      | .....               |                    |
| Champlain Academy .....                | .....                                       | .....                      | .....               |                    |
| Chester Academy .....                  | .....                                       | .....                      | .....               | Wayland.           |
| Cincinnati Academy .....               | .....                                       | Haven .....                | Wayland .....       |                    |
| Clarence Academy .....                 | .....                                       | .....                      | .....               |                    |
| Claverack Academy & Hudson River Inst. | Paley .....                                 | Haven .....                | Wayland .....       |                    |
| Clinton Academy .....                  | .....                                       | .....                      | .....               |                    |
| Clinton Grammar School .....           | Paley .....                                 | Haven .....                | Wayland .....       |                    |
| Clinton Liberal Institute .....        | do .....                                    | Hickok .....               | Hickok .....        |                    |
| Corning Free Academy .....             | .....                                       | .....                      | .....               |                    |
| Cortland Academy .....                 | Paley .....                                 | Upham .....                | Hopkins .....       |                    |

|   |                |                   |                 |           |
|---|----------------|-------------------|-----------------|-----------|
| Dansville Seminary.....                     | Paley .....    | Haven .....       | Wayland .....   | Wayland.  |
| Delaware Academy.....                       | .....          | Wayland .....     | do .....        | Bowen.    |
| Delaware Literary Institute .....           | Paley .....    | do .....          | do .....        |           |
| De Ruyter Institute .....                   | .....          | .....             | .....           |           |
| Dundee Academy .....                        | .....          | .....             | .....           |           |
| East Bloomfield Academy.....                | .....          | .....             | .....           |           |
| East Genesee Conference Seminary.....       | Paley .....    | Wayland .....     | Wayland .....   | Wayland.  |
| Elmira Free Academy .....                   | .....          | do .....          | .....           |           |
| *Erasmus Hall Academy .....                 | .....          | .....             | .....           |           |
| Evans Academy.....                          | .....          | .....             | .....           |           |
| Fairfield Academy.....                      | .....          | Hickok .....      | Hickok .....    | Wayland.  |
| Falley Seminary .....                       | Paley .....    | Haven .....       | Haven .....     | do        |
| *Farmers' Hall Academy .....                | .....          | .....             | .....           |           |
| Fort Covington Academy.....                 | .....          | .....             | Haven .....     | Lectures. |
| Fort Edward Collegiate Institute.....       | Lectures ..... | Haven .....       | Wayland .....   |           |
| Fort Plain Seminary & Fem. Coll. Inst. .... | .....          | .....             | .....           |           |
| Franklin Academy, Malone.....               | .....          | Mahan .....       | Hopkins .....   |           |
| Franklin Academy, Prattsburg.....           | .....          | .....             | .....           |           |
| Fredonia Academy .....                      | .....          | Wayland .....     | .....           |           |
| Friends' Academy .....                      | Paley .....    | Haven .....       | Dymond .....    |           |
| Friendship Academy.....                     | .....          | Hickok.....       | Hickok.....     |           |
| Genesee Valley Seminary .....               | .....          | Abercrombie ..... | .....           |           |
| Genesee Wesleyan Seminary.....              | Paley .....    | Haven .....       | Wayland .....   | Wayland.  |
| Genesee and Wyoming Seminary .....          | .....          | .....             | .....           |           |
| Genesee Academy.....                        | .....          | Abercrombie ..... | Alexander ..... |           |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                       | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |                            |                     |                    |
|---|--|----------------------------|---------------------|--------------------|
|   | Natural Theology.                          | Philosophy (Intellectual). | Philosophy (Moral). | Political Economy. |
| Geneva Classical and Union School.....    | .....                                      | Abercrombie.....           | .....               |                    |
| Gilbertsville Academy.....                | .....                                      | .....                      | .....               |                    |
| Glen's Falls Academy.....                 | .....                                      | .....                      | Wayland.....        |                    |
| Gloversville Union Seminary.....          | Paley.....                                 | Wayland.....               | do.....             |                    |
| Gouverneur Wesleyan Seminary.....         | do.....                                    | do.....                    | do.....             | Wayland.           |
| Grammar School of Madison University..... | .....                                      | .....                      | .....               |                    |
| Greenville Academy.....                   | .....                                      | Quackenbos.....            | .....               |                    |
| Griffith Institute.....                   | .....                                      | Haven.....                 | Wayland.....        | Wayland.           |
| Groton Academy.....                       | .....                                      | .....                      | .....               |                    |
| Halfmoon Academy.....                     | .....                                      | Wayland.....               | Wayland.....        |                    |
| Hartford Academy.....                     | .....                                      | .....                      | .....               |                    |
| Hartwick Seminary.....                    | .....                                      | Hamilton.....              | .....               |                    |
| Holley Academy.....                       | .....                                      | .....                      | .....               |                    |
| *Hoosick Falls Union School.....          | .....                                      | .....                      | .....               |                    |
| Hudson Academy.....                       | .....                                      | .....                      | .....               |                    |
| Hungerford Collegiate Institute.....      | Paley.....                                 | Hickok.....                | Hickok.....         | Say.               |
| Huntington Union School.....              | .....                                      | .....                      | .....               |                    |
| Ithaca Academy.....                       | .....                                      | Upham.....                 | .....               |                    |
| Jamestown Union School & Coll. Inst.....  | .....                                      | .....                      | .....               |                    |

|                                   |       |                |                   |          |
|-----------------------------------|-------|----------------|-------------------|----------|
| University Academy .....          | ..... | .....          | .....             | .....    |
| *Jordan Academy .....             | ..... | .....          | .....             | .....    |
| Keesoville Academy .....          | ..... | .....          | .....             | .....    |
| Kinderhook Academy .....          | ..... | .....          | .....             | .....    |
| Kingston Academy .....            | ..... | Alden .....    | .....             | .....    |
| Knoxville Academy .....           | ..... | Wayland .....  | Wayland .....     | Wayland. |
| Lansingburgh Academy .....        | ..... | .....          | .....             | .....    |
| Lawrenceville Academy .....       | ..... | .....          | .....             | .....    |
| Leavenworth Institute .....       | ..... | .....          | .....             | .....    |
| Le Roy Academic Institute .....   | ..... | .....          | .....             | .....    |
| Liberty Normal Institute .....    | ..... | .....          | .....             | Young.   |
| Lockport Union School .....       | ..... | Haven .....    | Wayland .....     | .....    |
| Lowville Academy .....            | ..... | Wayland .....  | do .....          | Wayland. |
| Lyons Union School .....          | ..... | .....          | .....             | .....    |
| Macedon Academy .....             | ..... | .....          | .....             | .....    |
| Manlius Academy .....             | ..... | .....          | .....             | .....    |
| Marion Collegiate Institute ..... | ..... | Hamilton ..... | Alexander .....   | .....    |
| Marshall Seminary of Easton ..... | ..... | .....          | .....             | .....    |
| Mechanicville Academy .....       | ..... | Upham .....    | Wayland .....     | .....    |
| Medina Academy .....              | ..... | Hamilton ..... | do .....          | .....    |
| Mexico Academy .....              | ..... | Upham .....    | do .....          | Wayland. |
| Middlebury Academy .....          | ..... | do .....       | .....             | .....    |
| Monroe Academy .....              | ..... | .....          | .....             | .....    |
| Montgomery Academy .....          | ..... | .....          | .....             | .....    |
| Monticello Academy .....          | ..... | Upham .....    | Abercrombie ..... | .....    |
| Moravia Institute .....           | ..... | .....          | .....             | .....    |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                     | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |                            |                        |                    |
|---|--|----------------------------|------------------------|--------------------|
|   | Natural Theology.                          | Philosophy (Intellectual.) | Philosophy (Moral.)    | Political Economy. |
| Mount Morris Union School .....         | .....                                      | .....                      | .....                  | .....              |
| *Mount Pleasant Academy .....           | .....                                      | .....                      | .....                  | .....              |
| Munro Collegiate Institute .....        | .....                                      | Champlin .....             | Hopkins .....          | .....              |
| Naples Academy .....                    | .....                                      | Wayland .....              | Wayland .....          | .....              |
| Newark Union Free School .....          | .....                                      | .....                      | .....                  | .....              |
| New Berlin Academy .....                | .....                                      | .....                      | .....                  | .....              |
| New Paltz Academy .....                 | .....                                      | .....                      | .....                  | .....              |
| New York Central Academy .....          | .....                                      | .....                      | .....                  | .....              |
| New York Conference Seminary .....      | .....                                      | Haven .....                | Wayland .....          | .....              |
| North Granville Ladies' Seminary .....  | .....                                      | do .....                   | Alexander, Haven ..... | .....              |
| *North Hebron Institute .....           | .....                                      | .....                      | .....                  | .....              |
| Norwich Academy .....                   | .....                                      | .....                      | .....                  | .....              |
| Ogdensburgh Educational Institute ..... | .....                                      | .....                      | .....                  | .....              |
| Olean Academy .....                     | .....                                      | .....                      | .....                  | .....              |
| Oneida Seminary .....                   | .....                                      | .....                      | .....                  | .....              |
| Oneida Conference Seminary .....        | Paley .....                                | Haven .....                | Wayland .....          | Wayland.           |
| Onondaga Academy .....                  | .....                                      | .....                      | .....                  | .....              |
| Ontario Female Seminary .....           | Paley .....                                | Haven .....                | Alexander .....        | .....              |
| Oswego High School .....                | .....                                      | .....                      | do .....               | .....              |

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|--|----------------|-------------------|---------------|
| Packer Collegiate Institute.....         | Paley .....    | do Watts.....     | do .....      |
| Palatine Bridge Union Free School.....   | .....          | .....             | .....         |
| Palmyra Classical and Union School.....  | .....          | .....             | .....         |
| Pekskill Academy .....                   | Paley .....    | .....             | Wayland ..... |
| Penfield Seminary .....                  | .....          | .....             | .....         |
| Penn Yan Academy.....                    | Paley .....    | Haven .....       | Wayland ..... |
| Perry Academy .....                      | .....          | .....             | .....         |
| Phelps Union and Classical School .....  | .....          | .....             | .....         |
| Phipps Union Seminary .....              | Butler .....   | Wayland .....     | Wayland ..... |
| Pike Seminary .....                      | .....          | Upham.....        | .....         |
| Plattsburg Academy .....                 | .....          | do .....          | .....         |
| Pompey Academy.....                      | .....          | .....             | .....         |
| Port Byron Free School and Academy ..... | .....          | .....             | .....         |
| Prospect Academy .....                   | .....          | .....             | .....         |
| Pulaski Academy .....                    | .....          | .....             | .....         |
| Red Creek Union Seminary .....           | .....          | .....             | .....         |
| *Richburgh Academy .....                 | Lectures ..... | .....             | .....         |
| *Rochester Female Academy .....          | .....          | Abercrombie ..... | Wayland ..... |
| Rochester Free Academy .....             | Butler .....   | Thomson .....     | Butler .....  |
| Rogersville Union Seminary.....          | Paley .....    | Hickok .....      | Hickok.....   |
| Ronie Academy .....                      | .....          | Haven .....       | Wayland ..... |
| Rural Seminary .....                     | .....          | .....             | .....         |
| Rushford Academy .....                   | .....          | .....             | .....         |
| St. Lawrence Academy.....                | .....          | Upham.....        | .....         |
| *Saus Souci Seminary .....               | .....          | do .....          | Wayland ..... |



## SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.               | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |                            |                     |                    |
|-----------------------------------|--|----------------------------|---------------------|--------------------|
|                                   | Natural Theology.                          | Philosophy (Intellectual). | Philosophy (Moral). | Political Economy. |
| Schenectady Union School .....    | Paley .....                                | .....                      | .....               | .....              |
| Schoharie Academy .....           | .....                                      | .....                      | .....               | .....              |
| Seneca Falls Academy .....        | .....                                      | .....                      | .....               | .....              |
| Sodus Academy .....               | .....                                      | Hickok .....               | .....               | .....              |
| Spencertown Academy .....         | .....                                      | .....                      | .....               | .....              |
| S. S. Seward Institute .....      | .....                                      | .....                      | .....               | .....              |
| Starkey Seminary .....            | .....                                      | Combe .....                | Wayland .....       | .....              |
| Syracuse High School .....        | .....                                      | Upbam .....                | .....               | .....              |
| Troy Academy .....                | .....                                      | Alden .....                | Alden .....         | .....              |
| Troy Female Seminary .....        | Stewart .....                              | Hamilton .....             | .....               | .....              |
| Troy High School .....            | .....                                      | Haven .....                | .....               | .....              |
| Trumansburgh Academy .....        | .....                                      | .....                      | .....               | .....              |
| Unadilla Academy .....            | .....                                      | .....                      | .....               | .....              |
| Union Academy of Belleville ..... | .....                                      | Hickok .....               | Wayland .....       | .....              |
| Union Hall Academy .....          | .....                                      | Upbam .....                | do .....            | .....              |
| Union Village Academy .....       | .....                                      | Abercrombie .....          | do .....            | Wayland.           |
| Utica Academy .....               | .....                                      | Haven .....                | Haven .....         | .....              |
| Vernon Academy .....              | .....                                      | .....                      | .....               | .....              |
| Wallkill Academy .....            | .....                                      | .....                      | .....               | .....              |

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|-----------------------------------|-------------|----------------|---------------|
| Walton Academy.....               | .....       | .....          | .....         |
| Wulworth Academy .....            | .....       | .....          | .....         |
| Warrensburgh Academy.....         | .....       | .....          | .....         |
| Warsaw Union School .....         | .....       | .....          | .....         |
| Warwick Institute.....            | .....       | .....          | .....         |
| Washington Academy.....           | .....       | Upham.....     | Wayland ..... |
| Waterloo Union School .....       | .....       | .....          | .....         |
| Watertown High School.....        | .....       | Champlin ..... | .....         |
| Watkins Academy.....              | .....       | .....          | .....         |
| Waverly Institute .....           | .....       | .....          | .....         |
| Webster Academy .....             | .....       | .....          | .....         |
| Westfield Academy.....            | .....       | .....          | .....         |
| West Winfield Academy .....       | .....       | .....          | .....         |
| Whitestown Seminary.....          | Paley ..... | Upham .....    | Wayland ..... |
| Wilson Collegiate Institute ..... | .....       | .....          | .....         |
| Windsor Academy.....              | .....       | .....          | .....         |
| Yates Academy .....               | .....       | .....          | .....         |
| Yates Polytechnic Institute ..... | .....       | .....          | .....         |

• Those academies marked with • made no report of studies in 1867; the text-books are those reported in 1866.

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ACADEMIES.

| NAMES OF ACADEMIES.                     | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |              |                 |                          |
|---|--|--------------|-----------------|--------------------------|
|   | Law (Constitutional.)                      | Logio.       | Rhetorio.       | Teaching, Principles of. |
| Academy at Little Falls.....            | Young .....                                | .....        | Quackenbos..... |                          |
| Academy of Dutchess County .....        | .....                                      | .....        | .....           |                          |
| Albany Academy .....                    | .....                                      | .....        | Quackenbos..... |                          |
| *Albany Female Seminary.....            | .....                                      | .....        | Boyd .....      |                          |
| Albion Academy .....                    | .....                                      | .....        | Quackenbos..... | Page.                    |
| Alfred University, Acad. Dep't.....     | Woodbury ..                                | Tappan ..... | Day .....       | Lectures.                |
| Andes Collegiate Institute.....         | Young .....                                | .....        | Quackenbos..... | Page.                    |
| Angelica Academy.....                   | .....                                      | .....        | do .....        |                          |
| Antwerp Liberal Literary Institute..... | .....                                      | .....        | do .....        | Page.                    |
| Arcade Academy .....                    | Young .....                                | Coppee ..... | do .....        |                          |
| Argyle Academy .....                    | .....                                      | .....        | do .....        |                          |
| Attica Union School.....                | Young .....                                | .....        | do .....        |                          |
| Auburn Academic High School .....       | .....                                      | .....        | do .....        |                          |
| Augusta Academy .....                   | .....                                      | .....        | .....           |                          |
| Aurora Academy .....                    | .....                                      | .....        | .....           |                          |
| Baldwinsville Academy .....             | .....                                      | .....        | Quackenbos..... |                          |
| Batavia Union School .....              | Young .....                                | .....        | do .....        | Page, Northend.          |
| Binghamton Academy .....                | do .....                                   | .....        | Day .....       |                          |
| Brookfield Academy.....                 | .....                                      | .....        | Newman .....    | Page.                    |

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|--|----------|------------|-------------|
| Brooklyn Coll. and Polytechnic Institute | Young    | Quackenbos | Holbrook.   |
| Buffalo Central School                   | do       | do         |             |
| Buffalo Female Academy                   | Pledge   | do         |             |
| Cambridge Washington Academy             |          | do         |             |
| Canajoharie Academy                      |          | do         |             |
| Canandaigua Academy                      | Young    | do         | Page.       |
| Canton Academy                           |          | do         | do          |
| Cary Collegiate Seminary                 |          | do         |             |
| *Cayuga Lake Academy                     |          | do         |             |
| Chamberlain Institute                    | Young    | do         | Wickersham. |
| Champlain Academy                        |          |            | Page.       |
| Chester Academy                          |          | Quackenbos | do          |
| Cincinnatus Academy                      | Sheppard | do         | do          |
| Clarence Academy                         |          |            |             |
| Claverack Academy and Hudson River Inst. | Young    | Quackenbos | Page.       |
| Clinton Academy                          |          | do         |             |
| Clinton Grammar School                   |          | do         |             |
| Clinton Liberal Institute                |          | do         |             |
| Corning Free Academy                     |          | do         |             |
| Cortland Academy                         | Story    | Coppee     | Page.       |
| Cortlandville Academy                    |          | Quackenbos |             |
| Coxsackie Academy                        |          |            |             |
| Dansville Seminary                       |          | Quackenbos |             |
| Delaware Academy                         | Young    | Coppee     | Lectures.   |
| Delaware Literary Institute              | do       | do         | Page.       |
| Deposit Academy                          |          | Quackenbos |             |
| De Ruyter Institute                      |          |            |             |

ACADEMIES.

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                          | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |               |                  |                          |
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|  | Law (Constitutional).                      | Logic.        | Rhetoric.        | Teaching, Principles of. |
| Dundee Academy .....                         | .....                                      | .....         | Quackenbos ..... | Page.                    |
| East Bloomfield Academy .....                | .....                                      | .....         | Boyd .....       | Page.                    |
| East Genesee Conference Seminary .....       | .....                                      | Whately ..... | .....            | .....                    |
| Elmira Free Academy .....                    | .....                                      | True .....    | Quackenbos ..... | .....                    |
| *Erasmus Hall Academy .....                  | .....                                      | .....         | do .....         | .....                    |
| Evans Academy .....                          | Lectures .....                             | .....         | .....            | Lectures.                |
| Fairfield Academy .....                      | Young .....                                | Whately ..... | Blair .....      | Page.                    |
| Falley Seminary .....                        | .....                                      | True .....    | Quackenbos ..... | .....                    |
| *Farmers' Hall Academy .....                 | .....                                      | .....         | .....            | .....                    |
| Fort Covington Academy .....                 | Young .....                                | .....         | Quackenbos ..... | Page.                    |
| Fort Edward Collegiate Institute .....       | Lectures .....                             | True .....    | do .....         | Lectures.                |
| Fort Plain Seminary & Fem. Coll. Inst. ..... | .....                                      | .....         | .....            | .....                    |
| Franklin Academy, Malone .....               | .....                                      | Thomson ..... | Quackenbos ..... | .....                    |
| Franklin Academy, Prattsburgh .....          | .....                                      | .....         | do .....         | Page, Holbrook.          |
| Fredonia Academy .....                       | Young .....                                | Coppce .....  | do .....         | .....                    |
| Friends' Academy .....                       | .....                                      | .....         | .....            | .....                    |
| Friendship Academy .....                     | .....                                      | .....         | .....            | .....                    |
| Genesee Valley Seminary .....                | Shoppard .....                             | .....         | Quackenbos ..... | Page, Holbrook.          |
| Genesee Wesleyan Seminary .....              | .....                                      | Whately ..... | do .....         | do                       |

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| Genesee and Wyoming Seminary.....          | Young ..... | .....            | do .....         | Page.          |
| Geneseo Academy.....                       | do .....    | Coppee .....     | Coppee .....     | do             |
| Geneva Classical and Union School.....     | do .....    | Quackenbos ..... | Quackenbos ..... | do             |
| Gilbertsville Acad. and Coll. Institute .. | do .....    | .....            | do .....         | do             |
| Glen's Falls Academy.....                  | .....       | .....            | do .....         | do             |
| Gloversville Union Seminary.....           | .....       | .....            | do .....         | do             |
| Gouverneur Wesleyan Seminary.....          | Young ..... | True.....        | Newman.....      | do             |
| Grammar School of Madison University.....  | .....       | .....            | .....            | Wickersham.    |
| Greenville Academy .....                   | Young ..... | .....            | Quackenbos ..... | do             |
| Griffith Institute .....                   | .....       | Boyd .....       | .....            | Barnard, Page. |
| Groton Academy.....                        | .....       | .....            | Quackenbos ..... | Lectures.      |
| Halfmoon Academy .....                     | .....       | .....            | do .....         |                |
| Hartford Academy.....                      | .....       | .....            | do .....         |                |
| Hartwick Seminary .....                    | .....       | .....            | .....            |                |
| Holley Academy .....                       | .....       | .....            | .....            |                |
| *Hoosick Falls Union School.....           | .....       | .....            | Quackenbos ..... |                |
| Hudson Academy .....                       | Young ..... | .....            | .....            | Page.          |
| Hungerford Collegiate Institute.....       | do .....    | Whately .....    | Whately .....    | do             |
| Huntington Union School .....              | .....       | .....            | .....            |                |
| Ithaca Academy .....                       | .....       | .....            | Quackenbos ..... |                |
| Jamestown Union School and Coll. Inst....  | .....       | Hedge .....      | do .....         |                |
| Johnstown Academy .....                    | .....       | Whately .....    | do .....         |                |
| Jonesville Academy .....                   | .....       | True.....        | do .....         |                |
| *Jordan Academy .....                      | .....       | .....            | Coppee .....     | Page.          |
| Keeseville Academy .....                   | .....       | .....            | .....            |                |
| Kinderhook Academy .....                   | .....       | .....            | .....            |                |
| Kingston Academy .....                     | .....       | .....            | Quackenbos ..... |                |

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| NAMES OF ACADEMIES.              | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |              |                 |                          |
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|                                  | Law (Constitutional).                      | Logic.       | Rhetoric.       | Teaching, Principles of. |
| Knoxville Academy.....           | Young.....                                 | .....        | Quackenbos..... | Page.                    |
| Lansingburgh Academy.....        | .....                                      | .....        | do.....         | do                       |
| Lawrenceville Academy.....       | Young.....                                 | .....        | do.....         | do                       |
| Leavenworth Institute.....       | .....                                      | .....        | do.....         | do                       |
| Le Roy Academic Institute.....   | .....                                      | .....        | Blair.....      | .....                    |
| Liberty Normal Institute.....    | .....                                      | .....        | .....           | Page.                    |
| Lockport Union School.....       | .....                                      | Coppee.....  | Coppee.....     | Lectures.                |
| Lowville Academy.....            | Young.....                                 | .....        | Quackenbos..... | Page.                    |
| Lyons Union School.....          | do.....                                    | .....        | .....           | .....                    |
| Macedon Academy.....             | do.....                                    | .....        | Quackenbos..... | .....                    |
| Manlius Academy.....             | .....                                      | .....        | .....           | .....                    |
| Marathon Academy.....            | .....                                      | .....        | Quackenbos..... | .....                    |
| Marion Collegiate Institute..... | Young.....                                 | Thomson..... | do.....         | Page.                    |
| Marshall Seminary of Easton..... | .....                                      | .....        | .....           | .....                    |
| Mechanicville Academy.....       | .....                                      | .....        | Quackenbos..... | .....                    |
| Medina Academy.....              | .....                                      | .....        | do.....         | .....                    |
| Mexico Academy.....              | .....                                      | True.....    | do.....         | .....                    |
| Middlebury Academy.....          | .....                                      | .....        | do.....         | Holbrook, Page.          |
| Monroe Academy.....              | .....                                      | .....        | .....           | do                       |

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| Montgomery Academy .....                 | Young ..... | .....         | Quackenbos .....        | Page.           |
| Monticello Academy .....                 | .....       | .....         | do .....                | do              |
| Moravia Institute .....                  | .....       | .....         | .....                   | .....           |
| Mount Morris Union School .....          | .....       | .....         | Quackenbos .....        | .....           |
| *Mount Pleasant Academy .....            | .....       | .....         | .....                   | .....           |
| Munro Collegiate Institute .....         | .....       | .....         | Quackenbos .....        | Page.           |
| Naples Academy .....                     | .....       | Coppee .....  | do .....                | do Holbrook.    |
| Newark Union Free School .....           | Young ..... | .....         | do .....                | do              |
| New Berlin Academy .....                 | do .....    | .....         | do .....                | do              |
| New Paltz Academy .....                  | .....       | .....         | do .....                | Wickersham.     |
| New York Central Academy .....           | .....       | .....         | .....                   | .....           |
| New York Conference Seminary .....       | .....       | True .....    | Quackenbos .....        | Page.           |
| North Granville Ladies' Seminary .....   | .....       | Whately ..... | do .....                | .....           |
| *North Hebron Institute .....            | .....       | .....         | .....                   | .....           |
| Norwich Academy .....                    | Young ..... | .....         | Quackenbos .....        | Wickersham.     |
| Ogdensburgh Educational Institute .....  | do .....    | .....         | do .....                | .....           |
| Olean Academy .....                      | .....       | .....         | .....                   | .....           |
| Oneida Seminary .....                    | .....       | .....         | Quackenbos .....        | Page.           |
| Oneida Conference Seminary .....         | Young ..... | Whately ..... | do .....                | do              |
| Onondaga Academy .....                   | .....       | .....         | Whately .....           | .....           |
| Ontario Female Seminary .....            | .....       | .....         | Quackenbos, Blair ..... | .....           |
| Oswego High School .....                 | Young ..... | .....         | do .....                | .....           |
| Owego Academy .....                      | .....       | .....         | Boyd, Blair .....       | Page, Holbrook. |
| Oxford Academy .....                     | Young ..... | .....         | Quackenbos .....        | .....           |
| Packer Collegiate Institute .....        | .....       | .....         | Blair .....             | .....           |
| Palatine Bridge Union Free School .....  | .....       | .....         | .....                   | .....           |
| Palmyra Classical and Union School ..... | Young ..... | .....         | .....                   | .....           |



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| NAMES OF ACADEMIES.              | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |              |                 |                          |
|----------------------------------|--|--------------|-----------------|--------------------------|
|                                  | Law (Constitutional).                      | Logie.       | Rhetoric.       | Teaching, Principles of. |
| Knoxville Academy.....           | Young.....                                 | .....        | Quackenbos..... | Page.                    |
| Lansingburgh Academy.....        | .....                                      | .....        | do.....         | do                       |
| Lawrenceville Academy.....       | Young.....                                 | .....        | do.....         |                          |
| Leavenworth Institute.....       | .....                                      | .....        | do.....         |                          |
| Le Roy Academic Institute.....   | .....                                      | .....        | Blair.....      |                          |
| Liberty Normal Institute.....    | .....                                      | .....        | .....           | Page.                    |
| Lockport Union School.....       | .....                                      | Coppee.....  | Coppee.....     | Lectures.                |
| Lowville Academy.....            | Young.....                                 | .....        | Quackenbos..... | Page.                    |
| Lyons Union School.....          | do.....                                    | .....        | .....           |                          |
| Macedon Academy.....             | do.....                                    | .....        | Quackenbos..... |                          |
| Manlius Academy.....             | .....                                      | .....        | .....           |                          |
| Marathon Academy.....            | .....                                      | .....        | Quackenbos..... |                          |
| Marion Collegiate Institute..... | Young.....                                 | Thomson..... | do.....         | Page.                    |
| Marshall Seminary of Easton..... | .....                                      | .....        | .....           |                          |
| Mechanicville Academy.....       | .....                                      | .....        | Quackenbos..... |                          |
| Medina Academy.....              | .....                                      | .....        | do.....         |                          |
| Mexico Academy.....              | .....                                      | True.....    | do.....         |                          |
| Middlebury Academy.....          | .....                                      | .....        | do.....         | Holbrook, Page.          |
| Monroe Academy.....              | .....                                      | .....        | .....           | do                       |

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| Montgomery Academy .....                 | Young ..... | .....         | Quackenbos .....        | Page.           |
| Monticello Academy .....                 | .....       | .....         | do .....                | do              |
| Moravia Institute .....                  | .....       | .....         | .....                   | .....           |
| Mount Morris Union School .....          | .....       | .....         | Quackenbos .....        | .....           |
| *Mount Pleasant Academy .....            | .....       | .....         | .....                   | Page.           |
| Munro Collegiate Institute .....         | .....       | .....         | Quackenbos .....        | do Holbrook.    |
| Naples Academy .....                     | .....       | Coppee .....  | do .....                | do              |
| Newark Union Free School .....           | Young ..... | .....         | do .....                | do              |
| New Berlin Academy .....                 | do .....    | .....         | do .....                | do              |
| New Paltz Academy .....                  | .....       | .....         | do .....                | Wickersham.     |
| New York Central Academy .....           | .....       | .....         | .....                   | .....           |
| New York Conference Seminary .....       | .....       | True .....    | Quackenbos .....        | Page.           |
| North Granville Ladies' Seminary .....   | .....       | Whately ..... | do .....                | .....           |
| *North Hebron Institute .....            | .....       | .....         | .....                   | .....           |
| Norwich Academy .....                    | Young ..... | .....         | Quackenbos .....        | Wickersham.     |
| Ogdensburgh Educational Institute .....  | do .....    | .....         | do .....                | .....           |
| Olean Academy .....                      | .....       | .....         | .....                   | .....           |
| Oneida Seminary .....                    | .....       | .....         | Quackenbos .....        | Page.           |
| Oneida Conference Seminary .....         | Young ..... | Whately ..... | do .....                | do              |
| Onondaga Academy .....                   | .....       | .....         | Whately .....           | .....           |
| Ontario Female Seminary .....            | .....       | .....         | Quackenbos, Blair ..... | .....           |
| Oswego High School .....                 | Young ..... | .....         | do .....                | .....           |
| Owego Academy .....                      | .....       | .....         | Boyd, Blair .....       | Page, Holbrook. |
| Oxford Academy .....                     | Young ..... | .....         | Quackenbos .....        | .....           |
| Packer Collegiate Institute .....        | .....       | .....         | Blair .....             | .....           |
| Palatine Bridge Union Free School .....  | .....       | .....         | .....                   | .....           |
| Palmyra Classical and Union School ..... | Young ..... | .....         | .....                   | .....           |

## SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                     | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |                            |                        |                    |
|---|--|----------------------------|------------------------|--------------------|
|   | Natural Theology.                          | Philosophy (Intellectual.) | Philosophy (Moral.)    | Political Economy. |
| Mount Morris Union School .....         | .....                                      | .....                      | .....                  | .....              |
| *Mount Pleasant Academy .....           | .....                                      | .....                      | .....                  | .....              |
| Munro Collegiate Institute .....        | .....                                      | Champlin .....             | Hopkins .....          | .....              |
| Naples Academy .....                    | .....                                      | Wayland .....              | Wayland .....          | .....              |
| Newark Union Free School .....          | Paley .....                                | .....                      | .....                  | .....              |
| New Berlin Academy .....                | .....                                      | .....                      | .....                  | .....              |
| New Paltz Academy .....                 | .....                                      | .....                      | .....                  | .....              |
| New York Central Academy .....          | .....                                      | .....                      | .....                  | .....              |
| New York Conference Seminary .....      | .....                                      | Haven .....                | Wayland .....          | .....              |
| North Granville Ladies' Seminary .....  | .....                                      | do .....                   | Alexander, Haven ..... | .....              |
| *North Hebron Institute .....           | .....                                      | .....                      | .....                  | .....              |
| Norwich Academy .....                   | .....                                      | .....                      | .....                  | .....              |
| Ogdensburgh Educational Institute ..... | .....                                      | .....                      | .....                  | .....              |
| Olean Academy .....                     | .....                                      | .....                      | .....                  | .....              |
| Oneida Seminary .....                   | .....                                      | .....                      | .....                  | .....              |
| Oneida Conference Seminary .....        | Paley .....                                | Haven .....                | Wayland .....          | Wayland.           |
| Onondaga Academy .....                  | .....                                      | .....                      | .....                  | .....              |
| Ontario Female Seminary .....           | Paley .....                                | Haven .....                | Alexander .....        | .....              |
| Oswego High School .....                | .....                                      | .....                      | do .....               | .....              |

| Academy                            | Faculty  | Location    | Notes   |
|------------------------------------|----------|-------------|---------|
| Oxford Academy                     | Paley    | Haven       | Wayland |
| Packer Collegiate Institute        |          | do          | do      |
| Palatine Bridge Union Free School  |          |             |         |
| Palmyra Classical and Union School |          |             |         |
| Pekskill Academy                   | Paley    |             | Wayland |
| Pentfield Seminary                 |          |             |         |
| Penn Yan Academy                   | Paley    | Haven       | Wayland |
| Perry Academy                      |          |             |         |
| Phelps Union and Classical School  |          |             |         |
| Phipps Union Seminary              | Butler   | Wayland     | Wayland |
| Pike Seminary                      |          | Upam        |         |
| Plattsburg Academy                 |          | do          |         |
| Pompey Academy                     |          |             |         |
| Port Byron Free School and Academy |          |             |         |
| Prospect Academy                   |          |             |         |
| Pulaski Academy                    |          |             |         |
| Red Creek Union Seminary           |          |             |         |
| *Richburgh Academy                 | Lectures |             |         |
| *Rochester Female Academy          |          | Abercrombie | Wayland |
| Rochester Free Academy             | Butler   | Thomson     | Butler  |
| Rogersville Union Seminary         | Paley    | Hickok      | Hickok  |
| Rome Academy                       |          | Haven       | Wayland |
| Rural Seminary                     |          |             |         |
| Rushford Academy                   |          |             |         |
| St. Lawrence Academy               |          | Upam        |         |
| *Sans Souci Seminary               |          | do          | Wayland |

## SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.               | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |                            |                     |                    |
|-----------------------------------|--|----------------------------|---------------------|--------------------|
|                                   | Natural Theology.                          | Philosophy (Intellectual). | Philosophy (Moral). | Political Economy. |
| Schenectady Union School .....    | Paley .....                                | .....                      | .....               | .....              |
| Schoharie Academy .....           | .....                                      | .....                      | .....               | .....              |
| Seneca Falls Academy .....        | .....                                      | .....                      | .....               | .....              |
| Sodus Academy .....               | .....                                      | Hickok .....               | .....               | .....              |
| Spencertown Academy .....         | .....                                      | .....                      | .....               | .....              |
| S. S. Seward Institute .....      | .....                                      | .....                      | .....               | .....              |
| Starkey Seminary .....            | .....                                      | Combe .....                | Wayland .....       | .....              |
| Syracuse High School .....        | .....                                      | Upsham .....               | .....               | .....              |
| Troy Academy .....                | .....                                      | Alden .....                | Alden .....         | .....              |
| Troy Female Seminary .....        | Stewart .....                              | Hamilton .....             | .....               | .....              |
| Troy High School .....            | .....                                      | Haven .....                | .....               | .....              |
| Trumansburgh Academy .....        | .....                                      | .....                      | .....               | .....              |
| Unadilla Academy .....            | .....                                      | .....                      | .....               | .....              |
| Union Academy of Belleville ..... | .....                                      | Hickok .....               | Wayland .....       | .....              |
| Union Hall Academy .....          | .....                                      | Upsham .....               | do .....            | .....              |
| Union Village Academy .....       | .....                                      | Abercrombie .....          | do .....            | Wayland.           |
| Utica Academy .....               | .....                                      | Haven .....                | Haven .....         | .....              |
| Vernon Academy .....              | .....                                      | .....                      | .....               | .....              |
| Wallkill Academy .....            | .....                                      | .....                      | .....               | .....              |

|                                   |       |       |       |
|-----------------------------------|-------|-------|-------|
| Walworth Academy .....            | ..... | ..... | ..... |
| Warrensburgh Academy .....        | ..... | ..... | ..... |
| Warsaw Union School .....         | ..... | ..... | ..... |
| Warwick Institute .....           | ..... | ..... | ..... |
| Washington Academy .....          | ..... | ..... | ..... |
| Waterloo Union School .....       | ..... | ..... | ..... |
| Watertown High School .....       | ..... | ..... | ..... |
| Watkins Academy .....             | ..... | ..... | ..... |
| Waverly Institute .....           | ..... | ..... | ..... |
| Webster Academy .....             | ..... | ..... | ..... |
| Westfield Academy .....           | ..... | ..... | ..... |
| West Winfield Academy .....       | ..... | ..... | ..... |
| Whitestown Seminary .....         | ..... | ..... | ..... |
| Wilson Collegiate Institute ..... | ..... | ..... | ..... |
| Windsor Academy .....             | ..... | ..... | ..... |
| Yates Academy .....               | ..... | ..... | ..... |
| Yates Polytechnic Institute ..... | ..... | ..... | ..... |

\* Those academies marked with \* made no report of studies in 1867; the text-books are those reported in 1866.

SCHEDULE No. 11—Continued.

ACADEMIES.

| NAMES OF ACADEMIES.                     | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |              |                 |                          |
|---|--|--------------|-----------------|--------------------------|
|   | Law (Constitutional.)                      | Logie.       | Rhetoric.       | Teaching, Principles of. |
| Academy at Little Falls.....            | Young .....                                | .....        | Quackenbos..... |                          |
| Academy of Dutchess County .....        | .....                                      | .....        | .....           |                          |
| Albany Academy .....                    | .....                                      | .....        | Quackenbos..... |                          |
| *Albany Female Seminary.....            | .....                                      | .....        | Boyd .....      |                          |
| Albion Academy .....                    | .....                                      | .....        | Quackenbos..... | Page.                    |
| Alfred University, Acad. Dep't.....     | Woodbury..                                 | Tappan ..... | Day .....       | Lectures.                |
| Andes Collegiate Institute.....         | Young .....                                | .....        | Quackenbos..... | Page.                    |
| Angelica Academy.....                   | .....                                      | .....        | do .....        |                          |
| Antwerp Liberal Literary Institute..... | .....                                      | .....        | do .....        | Page.                    |
| Arcade Academy .....                    | Young .....                                | Coppee ..... | do .....        |                          |
| Argyle Academy .....                    | .....                                      | .....        | do .....        |                          |
| Attica Union School.....                | Young .....                                | .....        | do .....        |                          |
| Auburn Academic High School .....       | .....                                      | .....        | do .....        |                          |
| Augusta Academy .....                   | .....                                      | .....        | .....           |                          |
| Aurora Academy .....                    | .....                                      | .....        | .....           |                          |
| Baldwinsville Academy .....             | .....                                      | .....        | Quackenbos..... |                          |
| Batavia Union School .....              | Young .....                                | .....        | do .....        | Page, Northend.          |
| Binghamton Academy .....                | do .....                                   | .....        | Day .....       |                          |
| Brookfield Academy.....                 | .....                                      | .....        | Newman .....    | Page.                    |

|   |                |              |       |                  |             |
|---|----------------|--------------|-------|------------------|-------------|
| Buffalo Central School.....                 | do .....       | .....        | ..... | .....            | Holbrook.   |
| Buffalo Female Academy .....                | .....          | Hedge .....  | ..... | do .....         | .....       |
| Cambridge Washington Academy .....          | .....          | .....        | ..... | do .....         | .....       |
| Canajoharie Academy .....                   | .....          | .....        | ..... | do .....         | .....       |
| Canandaigua Academy .....                   | Young .....    | .....        | ..... | do .....         | Page.       |
| Canton Academy .....                        | .....          | .....        | ..... | do .....         | do          |
| Cary Collegiate Seminary .....              | .....          | .....        | ..... | do .....         | .....       |
| *Cayuga Lake Academy .....                  | .....          | .....        | ..... | do .....         | .....       |
| Chamberlain Institute .....                 | Young .....    | .....        | ..... | do .....         | Wickersham. |
| Champlain Academy .....                     | .....          | .....        | ..... | .....            | Page.       |
| Chester Academy .....                       | .....          | .....        | ..... | Quackenbos ..... | do          |
| Cincinnati Academy .....                    | Sheppard ..... | .....        | ..... | do .....         | do          |
| Clarence Academy .....                      | .....          | .....        | ..... | .....            | .....       |
| Claverack Academy and Hudson River Inst. .. | Young .....    | Coppee ..... | ..... | Quackenbos ..... | Page.       |
| Clinton Academy .....                       | .....          | .....        | ..... | do .....         | .....       |
| Clinton Grammar School .....                | .....          | .....        | ..... | do .....         | .....       |
| Clinton Liberal Institute .....             | .....          | .....        | ..... | do .....         | .....       |
| Corning Free Academy .....                  | .....          | .....        | ..... | do .....         | .....       |
| Cortland Academy .....                      | Story .....    | .....        | ..... | Coppee .....     | Page.       |
| Cortlandville Academy .....                 | .....          | .....        | ..... | Quackenbos ..... | .....       |
| Coxsackie Academy .....                     | .....          | .....        | ..... | .....            | .....       |
| Dansville Seminary .....                    | .....          | .....        | ..... | Quackenbos ..... | .....       |
| Delaware Academy .....                      | Young .....    | Coppee ..... | ..... | Coppee .....     | Lectures.   |
| Delaware Literary Institute .....           | do .....       | .....        | ..... | do .....         | Page.       |
| Deposit Academy .....                       | .....          | .....        | ..... | Quackenbos ..... | .....       |
| De Ruyter Institute .....                   | .....          | .....        | ..... | .....            | .....       |



## ACADEMIES.

## SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                       | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |               |                  |                          |
|---|--|---------------|------------------|--------------------------|
|   | Law (Constitutional).                      | Logic.        | Rhetoric.        | Teaching, Principles of. |
| Dundee Academy .....                      | .....                                      | .....         | Quackenbos ..... | Page.                    |
| East Bloomfield Academy .....             | .....                                      | .....         | Boyd .....       |                          |
| East Genesee Conference Seminary .....    | .....                                      | Whately ..... | .....            | Page.                    |
| Elmira Free Academy .....                 | .....                                      | True .....    | Quackenbos ..... |                          |
| *Erasmus Hall Academy .....               | .....                                      | .....         | do .....         |                          |
| Evans Academy .....                       | Lectures .....                             | .....         | .....            | Lectures.                |
| Fairfield Academy .....                   | Young .....                                | Whately ..... | Blair .....      | Page.                    |
| Falley Seminary .....                     | .....                                      | True .....    | Quackenbos ..... |                          |
| *Farmers' Hall Academy .....              | .....                                      | .....         | .....            |                          |
| Fort Covington Academy .....              | Young .....                                | .....         | Quackenbos ..... | Page.                    |
| Fort Edward Collegiate Institute .....    | Lectures .....                             | True .....    | do .....         | Lectures.                |
| Fort Plain Seminary & Fem. Coll. Inst. .. | .....                                      | .....         | .....            |                          |
| Franklin Academy, Malone .....            | .....                                      | Thomson ..... | Quackenbos ..... |                          |
| Franklin Academy, Prattsburgh .....       | .....                                      | .....         | do .....         | Page, Holbrook.          |
| Fredonia Academy .....                    | Young .....                                | Coppée .....  | do .....         |                          |
| Friends' Academy .....                    | .....                                      | .....         | .....            |                          |
| Friendship Academy .....                  | .....                                      | .....         | .....            |                          |
| Genesee Valley Seminary .....             | Shoppard .....                             | .....         | Quackenbos ..... | Page, Holbrook.          |
| Genesee Wesleyan Seminary .....           | .....                                      | Whately ..... | do .....         | do                       |

|  |             |                  |       |                  |                |
|--|-------------|------------------|-------|------------------|----------------|
| Genesee and Wyoming Seminary .....         | Young ..... | .....            | ..... | do .....         | Page.          |
| Geneseo Academy .....                      | do .....    | Coppee .....     | ..... | Coppee .....     | do             |
| Geneva Classical and Union School .....    | do .....    | Quackenbos ..... | ..... | Quackenbos ..... | do             |
| Gilbertsville Acad. and Coll. Institute .. | do .....    | .....            | ..... | do .....         | do             |
| Glen's Falls Academy .....                 | .....       | .....            | ..... | do .....         | do             |
| Gloversville Union Seminary .....          | .....       | .....            | ..... | do .....         | do             |
| Gouverneur Wesleyan Seminary .....         | Young ..... | True .....       | ..... | Newman .....     | do             |
| Grammar School of Madison University ..    | .....       | .....            | ..... | .....            | .....          |
| Greenville Academy .....                   | Young ..... | .....            | ..... | Quackenbos ..... | Wickersham.    |
| Griffith Institute .....                   | .....       | Boyd .....       | ..... | .....            | do             |
| Groton Academy .....                       | .....       | .....            | ..... | Quackenbos ..... | Barnard, Page. |
| Halfmoon Academy .....                     | .....       | .....            | ..... | do .....         | Lectures.      |
| Hartford Academy .....                     | .....       | .....            | ..... | do .....         | .....          |
| Hartwick Seminary .....                    | .....       | .....            | ..... | .....            | .....          |
| Holley Academy .....                       | .....       | .....            | ..... | .....            | .....          |
| *Hoosick Falls Union School .....          | .....       | .....            | ..... | Quackenbos ..... | .....          |
| Hudson Academy .....                       | Young ..... | .....            | ..... | .....            | Page.          |
| Hungerford Collegiate Institute .....      | do .....    | Whately .....    | ..... | Whately .....    | do             |
| Huntington Union School .....              | .....       | .....            | ..... | .....            | .....          |
| Ithaca Academy .....                       | .....       | .....            | ..... | Quackenbos ..... | .....          |
| Jamestown Union School and Coll. Inst. ..  | .....       | Hedge .....      | ..... | do .....         | .....          |
| Johnstown Academy .....                    | .....       | Whately .....    | ..... | do .....         | .....          |
| Jonesville Academy .....                   | .....       | True .....       | ..... | do .....         | .....          |
| *Jordan Academy .....                      | .....       | .....            | ..... | Coppee .....     | Page.          |
| Keeseville Academy .....                   | .....       | .....            | ..... | .....            | .....          |
| Kinderhook Academy .....                   | .....       | .....            | ..... | .....            | .....          |
| Kingston Academy .....                     | .....       | .....            | ..... | Quackenbos ..... | .....          |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.              | MORAL, INTELLECTUAL AND POLITICAL SCIENCE. |              |                 |                          |
|----------------------------------|--|--------------|-----------------|--------------------------|
|                                  | Law (Constitutional).                      | Logic.       | Rhetoric.       | Teaching, Principles of. |
| Knoxville Academy.....           | Young.....                                 | .....        | Quackenbos..... | Page.                    |
| Lausburgh Academy.....           | .....                                      | .....        | do.....         | do                       |
| Lawrenceville Academy.....       | Young.....                                 | .....        | do.....         |                          |
| Leavenworth Institute.....       | .....                                      | .....        | do.....         |                          |
| Le Roy Academic Institute.....   | .....                                      | .....        | Blair.....      | Page.                    |
| Liberty Normal Institute.....    | .....                                      | .....        | .....           | Lectures.                |
| Lockport Union School.....       | .....                                      | Coppee.....  | Coppee.....     | Page.                    |
| Lowville Academy.....            | Young.....                                 | .....        | Quackenbos..... |                          |
| Lyons Union School.....          | do.....                                    | .....        | .....           |                          |
| Macedon Academy.....             | do.....                                    | .....        | Quackenbos..... |                          |
| Manlius Academy.....             | .....                                      | .....        | .....           |                          |
| Marathon Academy.....            | .....                                      | .....        | Quackenbos..... | Page.                    |
| Marion Collegiate Institute..... | Young.....                                 | Thomson..... | do.....         |                          |
| Marshall Seminary of Easton..... | .....                                      | .....        | .....           |                          |
| Mechanicville Academy.....       | .....                                      | .....        | Quackenbos..... |                          |
| Medina Academy.....              | .....                                      | .....        | do.....         |                          |
| Mexico Academy.....              | .....                                      | True.....    | do.....         |                          |
| Middlebury Academy.....          | .....                                      | .....        | do.....         | Holbrook, Page.          |
| Monroe Academy.....              | .....                                      | .....        | .....           | do                       |

|  |             |               |                         |                 |
|--|-------------|---------------|-------------------------|-----------------|
| Montgomery Academy .....                 | Young ..... | .....         | Quackenbos .....        | Page.           |
| Monticello Academy .....                 | .....       | .....         | do .....                | do              |
| Moravia Institute .....                  | .....       | .....         | .....                   | .....           |
| Mount Morris Union School .....          | .....       | .....         | Quackenbos .....        | .....           |
| *Mount Pleasant Academy .....            | .....       | .....         | .....                   | .....           |
| Munro Collegiate Institute .....         | .....       | .....         | Quackenbos .....        | Page.           |
| Naples Academy .....                     | .....       | Coppee .....  | do .....                | do Holbrook.    |
| Newark Union Free School .....           | Young ..... | .....         | do .....                | do              |
| New Berlin Academy .....                 | do .....    | .....         | do .....                | do              |
| New Paltz Academy .....                  | .....       | .....         | do .....                | Wickersham.     |
| New York Central Academy .....           | .....       | .....         | .....                   | .....           |
| New York Conference Seminary .....       | .....       | True .....    | Quackenbos .....        | Page.           |
| North Granville Ladies' Seminary .....   | .....       | Whately ..... | do .....                | .....           |
| *North Hebron Institute .....            | .....       | .....         | .....                   | .....           |
| Norwich Academy .....                    | Young ..... | .....         | Quackenbos .....        | Wickersham.     |
| Ogdensburgh Educational Institute .....  | do .....    | .....         | do .....                | .....           |
| Olean Academy .....                      | .....       | .....         | .....                   | .....           |
| Oneida Seminary .....                    | .....       | .....         | Quackenbos .....        | Page.           |
| Oneida Conference Seminary .....         | Young ..... | Whately ..... | do .....                | do              |
| Onondaga Academy .....                   | .....       | .....         | Whately .....           | .....           |
| Ontario Female Seminary .....            | .....       | .....         | Quackenbos, Blair ..... | .....           |
| Oswego High School .....                 | Young ..... | .....         | do .....                | .....           |
| Owego Academy .....                      | .....       | .....         | Boyd, Blair .....       | Page, Holbrook. |
| Oxford Academy .....                     | Young ..... | .....         | Quackenbos .....        | .....           |
| Packer Collegiate Institute .....        | .....       | .....         | Blair .....             | .....           |
| Palatine Bridge Union Free School .....  | .....       | .....         | .....                   | .....           |
| Palmyra Classical and Union School ..... | Young ..... | .....         | .....                   | .....           |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.                      | MORAL, INTELLECTUAL AND POLITICAL PHILOSOPHY. |             |                  |                          |
|--|---|-------------|------------------|--------------------------|
|  | Law (Constitutional).                         | Logic.      | Rhetoric.        | Teaching, Principles of. |
| Peekskill Academy .....                  | Young .....                                   | .....       | Blair .....      | Lectures.                |
| Penfield Seminary .....                  | .....   | .....       | Quackenbos ..... | Page.                    |
| Penn Yan Academy .....                   | Young .....                                   | Whately ..  | do .....         | do                       |
| Perry Academy .....                      | do .....                                      | .....       | .....            | .....                    |
| Phelps Union and Classical School .....  | .....   | .....       | Quackenbos ..... | Page.                    |
| Phipps Union Seminary .....              | .....   | Whately ..  | do .....         | do                       |
| Pike Seminary .....                      | Young .....                                   | .....       | do .....         | .....                    |
| Plattsburgh Academy .....                | .....   | .....       | .....            | Page.                    |
| Pompey Academy .....                     | .....   | .....       | .....            | .....                    |
| Port Byron Free School and Academy ..... | .....   | .....       | Quackenbos ..... | .....                    |
| Prospect Academy .....                   | .....   | .....       | .....            | Page.                    |
| Pulaski Academy .....                    | .....   | .....       | Quackenbos ..... | Page.                    |
| Red Creek Union Seminary .....           | .....   | .....       | .....            | Holbrook.                |
| •Richburgh Academy .....                 | Lectures ..                                   | .....       | Quackenbos ..... | Wickersham.              |
| •Rochester Female Academy .....          | .....   | .....       | do .....         | .....                    |
| Rochester Free Academy .....             | Young .....                                   | Thomson ..  | do .....         | Wickersham.              |
| Rogersville Union Seminary .....         | .....   | Mahow ..... | do .....         | Holbrook.                |
| D..... Academy .....                     | Yonng .....                                   | .....       | do .....         | Page.                    |

|                             |          |  |         |            |               |
|-----------------------------|----------|--|---------|------------|---------------|
| *Sans Souci Seminary        |          |  |         | Quackenbos |               |
| St. Lawrence Academy        | Young    |  |         | do         |               |
| Sauquoit Academy            |          |  |         |            |               |
| Schenectady Union School    |          |  |         | Quackenbos |               |
| Schoharie Academy           |          |  |         |            |               |
| Seneca Falls Academy        |          |  |         | Quackenbos |               |
| Sodus Academy               | Young    |  |         | do         | Northend.     |
| Spencertown Academy         |          |  |         |            |               |
| S. S. Seward Institute      | Young    |  |         | Quackenbos |               |
| Starkey Seminary            | do       |  |         | do         |               |
| Syracuse High School        |          |  |         | do         | Page.         |
| Troy Academy                | Lectures |  | Atwater | do         |               |
| Troy Female Seminary        |          |  |         | do         |               |
| Troy High School            |          |  |         | do         | Page, Jewell. |
| Trumansburgh Academy        |          |  |         | do         | do            |
| Unadilla Academy            |          |  |         | do         | do            |
| Union Academy of Belleville |          |  | Whately | do         | do            |
| Union Hall Academy          |          |  |         | do         |               |
| Union Village Academy       | Alden    |  |         | do         |               |
| Utica Academy               |          |  |         | do         |               |
| Vernon Academy              |          |  |         |            |               |
| Wallkill Academy            |          |  |         | Boyd       |               |
| Walton Academy              | Young    |  |         | Quackenbos | Page.         |
| Walworth Academy            | do       |  |         | do         |               |
| Warrensburgh Academy        |          |  |         | do         | Page.         |
| Warsaw Union School         |          |  |         |            | Wickersham.   |

SCHEDULE No. 11—Continued.

| NAMES OF ACADEMIES.               | MORAL, INTELLECTUAL AND POLITICAL PHILOSOPHY. |        |                  |                          |
|-----------------------------------|---|--------|------------------|--------------------------|
|                                   | Law (Constitutional).                         | Logic. | Rhetoric.        | Teaching, Principles of. |
| Warwick Institute .....           | .....   | .....  | Boyd .....       | Holbrook.                |
| Washington Academy .....          | .....   | .....  | Quackenbos ..... |                          |
| Waterloo Union School .....       | Young .....                                   | .....  | do .....         |                          |
| Watertown High School .....       | .....   | .....  | do .....         |                          |
| Watkins Academy .....             | .....   | .....  | .....            |                          |
| Waverly Institute .....           | Young .....                                   | .....  | Quackenbos ..... |                          |
| Webster Academy .....             | .....   | .....  | .....            |                          |
| Westfield Academy .....           | Young .....                                   | .....  | .....            |                          |
| West Winfield Academy .....       | .....   | .....  | Quackenbos ..... |                          |
| Whitestown Seminary .....         | .....   | .....  | do .....         |                          |
| Wilson Collegiate Institute ..... | .....   | .....  | do .....         | Holbrook.                |
| Windsor Academy .....             | .....   | .....  | .....            | Page.                    |
| Yates Academy .....               | .....   | .....  | .....            | do                       |
| Yates Polytechnic Institute ..... | Young .....                                   | .....  | .....            | Holbrook.                |
|                                   |   |        |                  | Page.                    |

\* Those academies marked with a \* made no report of studies in 1867; the text-books are those reported in 1866.

SUMMARY OF TEXT-BOOKS.

ORDINARY ELEMENTARY STUDIES.

| S.              |          | Academies. |         |
|-----------------|----------|------------|---------|
|                 |          | 1865-6.    | 1866-7. |
| as              | ..... in | 1          | 1       |
| arn             | ..... in | 5          | ....    |
| enden           | ..... in | 1          | 1       |
| as              | ..... in | 58         | 45      |
| n               | ..... in | 1          | 1       |
| r               | ..... in | 2          | 2       |
| nleaf           | ..... in | 18         | 15      |
| ence            | ..... in | 1          | ....    |
| is              | ..... in | 1          | ....    |
| ord             | ..... in | 1          | ....    |
| ins             | ..... in | 5          | 1       |
| .....           | ..... in | 1          | 1       |
| nson            | ..... in | 116        | 120     |
| dard            | ..... in | 10         | 7       |
| ison            | ..... in | 39         | 28      |
| ett and McCord  | ..... in | 1          | 1       |
| ing:            |          |            |         |
| en              | ..... in | 1          | ....    |
| nt and Stratton | ..... in | 56         | 77      |
| enden           | ..... in | 2          | 1       |
| 1               | ..... in | 1          | ....    |
| n and Eastman   | ..... in | 64         | 61      |
| ford and Payson | ..... in | 10         | 5       |
| is              | ..... in | 1          | ....    |
| cock            | ..... in | 1          | ....    |
| ell             | ..... in | 1          | ....    |
| iew             | ..... in | 18         | 15      |
| .....           | ..... in | 1          | ...     |
| h               | ..... in | 2          | 3       |
| lessons         | ..... in | 2          | 1       |
| er              | ..... in | 2          | 2       |
| n and Dunton    | ..... in | 14         | 10      |
| r and Hammond   | ..... in | 6          | 4       |
| on              | ..... in | 1          | ....    |



|                         |    | Academies. |         |
|-------------------------|----|------------|---------|
|                         |    | 1865-6.    | 1866-7. |
| Root .....              | in | 1          | ....    |
| Smith and Martin .....  | in | ..         | 1       |
| <i>English Grammar:</i> |    |            |         |
| Brown .....             | in | 72         | 66      |
| Bullions .....          | in | 24         | 20      |
| Clark .....             | in | 55         | 56      |
| Covell .....            | in | 3          | 2       |
| Earle .....             | in | 1          | 1       |
| Greene .....            | in | 13         | 9       |
| Halsey .....            | in | 1          | 1       |
| Hart .....              | in | 1          | 1       |
| Kenyon .....            | in | 2          | 2       |
| Kerl .....              | in | 13         | 26      |
| Norton .....            | in | 1          | 1       |
| Pinneo .....            | in | 2          | 2       |
| Quackenbos .....        | in | 25         | 25      |
| Smith .....             | in | 3          | 3       |
| Tower .....             | in | 2          | 1       |
| Weld .....              | in | 17         | 13      |
| Wells .....             | in | 4          | 4       |
| <i>Geography:</i>       |    |            |         |
| Colton .....            | in | ..         | 12      |
| Colton and Fitch .....  | in | 36         | 20      |
| Cornell .....           | in | 22         | 18      |
| Fitch .....             | in | 19         | 13      |
| Guyot .....             | in | 4          | 13      |
| Harris .....            | in | 1          | ....    |
| McNally .....           | in | 116        | 120     |
| Mitchell .....          | in | 30         | 29      |
| Monteith .....          | in | 11         | 8       |
| Morse .....             | in | 1          | ....    |
| Olney .....             | in | 1          | 1       |
| Pierson .....           | in | 1          | 1       |
| Ritter .....            | in | 1          | 2       |
| Shaw and Allen .....    | in | 1          | ....    |
| Smith .....             | in | 2          | 1       |
| Somerville .....        | in | 2          | ....    |
| Warren .....            | in | 30         | 34      |
| Willard .....           | in | 1          | 1       |
| Woodbridge .....        | in | 2          | 2       |

| ation:              | Academies. |         |
|---------------------|------------|---------|
|                     | 1865-6.    | 1866-7. |
| ers .....           | in 1       | ----    |
| cer .....           | in ..      | 1       |
| kenbos .....        | in 1       | 1       |
| n .....             | in 1       | ----    |
| ker .....           | in 1       | ----    |
| ster .....          | in 169     | 167     |
| cester .....        | in 29      | 26      |
|                     |            |         |
| .....               | in ...     | 1       |
| eland .....         | in 1       | 1       |
| rd .....            | in 3       | 4       |
| e .....             | in 4       | ----    |
| lligott .....       | in ...     | 1       |
| uffey .....         | in 1       | 1       |
| on .....            | in 2       | 2       |
| er and Watson ..... | in 102     | 107     |
| ers .....           | in 74      | 74      |
| ent .....           | in 1       | 1       |
| espeare .....       | in 2       | 2       |
| npson .....         | in ...     | 1       |
| n .....             | in 5       | 3       |
| b .....             | in 1       | 1       |
| ard .....           | in 1       | ----    |
| son .....           | in 20      | 10      |

MATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.

|                               |        |      |
|-------------------------------|--------|------|
| dict .....                    | in 2   | 1    |
| es (and Davies' Bourdon)..... | in 50  | 49   |
| .....                         | in 2   | 1    |
| nleaf .....                   | in 9   | 4    |
| nis .....                     | in 5   | 2    |
| ins .....                     | in 1   | ---- |
| .....                         | in 1   | 1    |
| nson .....                    | in 152 | 156  |
| dard and Henkle .....         | in 4   | 3    |
| er .....                      | in 1   | ---- |
| nson .....                    | in 1   | 2    |

*Astronomy :*

|                                     |    | Academies. |         |
|-------------------------------------|----|------------|---------|
|                                     |    | 1865-6.    | 1866-7. |
| Brocklesby .....                    | in | 14         | 11      |
| Burritt .....                       | in | 49         | 51      |
| Comstock .....                      | in | 1          | 1       |
| Draper .....                        | in | ...        | 1       |
| Eaton .....                         | in | 1          | 1       |
| Kiddle .....                        | in | 1          | ....    |
| Lardner .....                       | in | 1          | ....    |
| Lectures .....                      | in | 2          | ....    |
| Loomis .....                        | in | 3          | 3       |
| Mattison .....                      | in | 53         | 44      |
| Mitchell .....                      | in | 2          | ....    |
| Olmsted (and Snell's Olmsted) ..... | in | 11         | 12      |
| Parker .....                        | in | 1          | 1       |
| Robinson .....                      | in | 1          | 5       |
| Smith .....                         | in | 9          | 11      |
| Whitall .....                       | in | 1          | ....    |

*Calculus :*

|                 |    |   |      |
|-----------------|----|---|------|
| Church .....    | in | 1 | 1    |
| Davies .....    | in | 3 | 6    |
| Greenleaf ..... | in | 1 | .... |
| Loomis .....    | in | 6 | 3    |
| Robinson .....  | in | 1 | 1    |
| Smyth .....     | in | 1 | .... |

*Conic Sections :*

|                 |    |   |      |
|-----------------|----|---|------|
| Davies .....    | in | 5 | 4    |
| Greenleaf ..... | in | 1 | .... |
| Jackson .....   | in | 2 | 2    |
| Loomis .....    | in | 6 | 9    |
| Robinson .....  | in | 2 | 2    |

*Engineering :*

|                 |    |     |   |
|-----------------|----|-----|---|
| Davies .....    | in | 3   | 5 |
| Gillespie ..... | in | 6   | 5 |
| Loomis .....    | in | 3   | 1 |
| Lectures .....  | in | ... | 1 |
| Mahan .....     | in | 3   | 2 |
| Robinson .....  | in | 1   | 1 |

| :                     | Academies. |         |
|-----------------------|------------|---------|
|                       | 1865-6.    | 1866-7. |
| es .....              | in 130     | 124     |
| id (Playfair's) ..... | in 2       | 3       |
| nleaf .....           | in 3       | 3       |
| nis .....             | in 23      | 22      |
| re .....              | in 1       | ----    |
| nson .....            | in 27      | 35      |

*; analytical and descriptive :*

|             |       |      |
|-------------|-------|------|
| ch .....    | in 1  | 2    |
| es .....    | in 31 | 38   |
| nleaf ..... | in 2  | ---- |
| nis .....   | in 8  | 4    |
| nson .....  | in 9  | 5    |

*Philosophy:*

|                |        |      |
|----------------|--------|------|
| stock .....    | in 3   | 1    |
| er .....       | in 3   | 2    |
| .....          | in 4   | 2    |
| er .....       | in 1   | ---- |
| ston .....     | in 2   | 1    |
| ures .....     | in 1   | ---- |
| ais .....      | in 1   | ---- |
| on .....       | in ..  | 1    |
| sted .....     | in 3   | 3    |
| er .....       | in 41  | 34   |
| 's Ganot ..... | in 25  | 25   |
| son .....      | in ..  | 1    |
| er .....       | in ..  | 1    |
| kenbos .....   | in 27  | 28   |
| nan .....      | in 2   | 1    |
| gue .....      | in ..  | 1    |
| s .....        | in 103 | 93   |

*n:*

|             |       |      |
|-------------|-------|------|
| es .....    | in 10 | 11   |
| n .....     | in 1  | 1    |
| nleaf ..... | in 1  | ---- |
| nis .....   | in 9  | 6    |
| nson .....  | in 8  |      |

*Perspective:*

|                          |    | Academies. |         |
|--------------------------|----|------------|---------|
|                          |    | 1865-6.    | 1866-7. |
| Church.....              | in | ..         | 1       |
| Davies .....             | in | 4          | 4       |
| Dupuis.....              | in | 1          | ....    |
| Eaton.....               | in | ..         | 1       |
| Gaskins (Mrs.) .....     | in | 1          | ....    |
| Gillespie .....          | in | 1          | ..      |
| Hertzberg .....          | in | 1          | 1       |
| Krusi .....              | in | 1          | 1       |
| Oral lessons.....        | in | 1          | 4       |
| Schuster .....           | in | 1          | ....    |
| Smith.....               | in | 1          | 1       |
| Whittock and Varley..... | in | 1          | ....    |

*Surveying and Leveling:*

|                 |    |    |      |
|-----------------|----|----|------|
| Davies .....    | in | 36 | 36   |
| Flint .....     | in | 1  | 1    |
| Gillespie ..... | in | 20 | 19   |
| Greenleaf ..... | in | 1  | .... |
| Gummere .....   | in | 2  | 2    |
| Hencks .....    | in | 1  | .... |
| Lectures .....  | in | .. | 1    |
| Loomis .....    | in | 9  | 6    |
| Robinson .....  | in | 15 | 11   |
| Smyth .....     | in | 1  | 1    |

*Trigonometry:*

|                 |    |    |    |
|-----------------|----|----|----|
| Bradbury .....  | in | 1  | 1  |
| Davies .....    | in | 70 | 74 |
| Day .....       | in | 1  | 1  |
| Gillespie ..... | in | 1  | 1  |
| Greenleaf ..... | in | 3  | 2  |
| Gummere .....   | in | 1  | 1  |
| Jackson .....   | in | .. | 1  |
| Loomis .....    | in | 11 | 9  |
| Perkins .....   | in | 1  | 1  |
| Robinson .....  | in | 21 | 21 |

ANCIENT LANGUAGES.

*Greek Grammar:*

|               |    |    |      |
|---------------|----|----|------|
| Anthon .....  | in | 3  | .... |
| Bullions..... | in | 42 | 28   |

|                           |    | Academies. |         |
|---------------------------|----|------------|---------|
|                           |    | 1865-6.    | 1866-7. |
| Crosby.....               | in | 48         | 46      |
| Goodrich.....             | in | 1          | ....    |
| Hadley.....               | in | 53         | 68      |
| Harkness.....             | in | 8          | 10      |
| Kendrick.....             | in | 3          | 5       |
| Kuhner.....               | in | 4          | 4       |
| McClintock and Crook..... | in | 3          | 2       |
| Sophocles.....            | in | 1          | ....    |

*Latin Grammar:*

|                           |    |     |      |
|---------------------------|----|-----|------|
| Andrews and Stoddard..... | in | 153 | 127  |
| Arnold.....               | in | 5   | 3    |
| Bullions.....             | in | 24  | 11   |
| Harkness.....             | in | 29  | 77   |
| Harrison.....             | in | 1   | .... |
| McClintock and Crook..... | in | 5   | 3    |
| Smith.....                | in | 1   | .... |
| Weld.....                 | in | 1   | .... |

*Ecian Antiquities:*

|                      |    |     |      |
|----------------------|----|-----|------|
| Allen.....           | in | 1   | 1    |
| Anthon.....          | in | 21  | 15   |
| Arnold.....          | in | ... | 1    |
| Baird.....           | in | 1   | .... |
| Bojesen.....         | in | 5   | 4    |
| Eschenberg.....      | in | 5   | 2    |
| Fiske.....           | in | ... | 1    |
| Lectures.....        | in | 1   | 1    |
| Owen.....            | in | ... | 3    |
| Putz and Arnold..... | in | 2   | 1    |
| Smith.....           | in | 5   | 4    |

*German Antiquities:*

|                 |    |     |      |
|-----------------|----|-----|------|
| Adams.....      | in | 2   | 2    |
| Allen.....      | in | 3   | 1    |
| Andrews.....    | in | ... | 1    |
| Anthon.....     | in | 32  | 32   |
| Baird.....      | in | 2   | 1    |
| Bojesen.....    | in | 4   | 6    |
| Dillaway.....   | in | 1   | .... |
| Eschenberg..... | in | 6   | 2    |

|                           |    | Academies. |         |
|---------------------------|----|------------|---------|
|                           |    | 1865-6.    | 1866-7. |
| Fiske . . . . .           | in | ...        | 2       |
| Johnson . . . . .         | in | ...        | 1       |
| Lectures . . . . .        | in | 2          | 1       |
| Putz and Arnold . . . . . | in | 1          | 1       |
| Salkeld . . . . .         | in | 1          | 1       |
| Smith . . . . .           | in | 11         | 10      |

*Mythology :*

|                           |    |     |      |
|---------------------------|----|-----|------|
| Allen . . . . .           | in | 2   | 1    |
| Andrews . . . . .         | in | 5   | 5    |
| Anthon . . . . .          | in | 26  | 22   |
| Baird . . . . .           | in | 1   | .... |
| Bulfinch . . . . .        | in | 3   | 4    |
| Dillaway . . . . .        | in | 1   | .... |
| Dwight . . . . .          | in | 9   | 5    |
| Eschenberg . . . . .      | in | 4   | 1    |
| Fiske . . . . .           | in | ... | 1    |
| Harkness . . . . .        | in | 1   | 1    |
| Hart . . . . .            | in | 1   | 1    |
| Keightley . . . . .       | in | 2   | 3    |
| Lempriere . . . . .       | in | 1   | .... |
| Lectures . . . . .        | in | 2   | .... |
| Putz and Arnold . . . . . | in | 1   | 1    |
| Salkeld . . . . .         | in | ... | 1    |
| Smith . . . . .           | in | 6   | 6    |
| Tooke . . . . .           | in | 1   | 1    |

## MODERN LANGUAGES.

*French :*

|                            |    |     |      |
|----------------------------|----|-----|------|
| Chauquet . . . . .         | in | 1   | .... |
| De Fivas . . . . .         | in | ... | 1    |
| Fasquelle . . . . .        | in | 153 | 148  |
| Gengembre . . . . .        | in | ... | 1    |
| Guyot . . . . .            | in | ... | 1    |
| Keetel . . . . .           | in | 2   | .... |
| Knapp . . . . .            | in | 4   | 5    |
| Ledru . . . . .            | in | ... | 1    |
| Levizac . . . . .          | in | 2   | 1    |
| Magill . . . . .           | in | ... | 3    |
| Manesca . . . . .          | in | 3   | 2    |
| Noel and Chapsal . . . . . | in | 4   | 2    |

|                                |    | Academies. |         |
|--------------------------------|----|------------|---------|
|                                |    | 1865-6.    | 1866-7. |
| Ollendorff. ....               | in | 2          | 1       |
| Otto . . . . .                 | in | 2          | 4       |
| Pinney and Arnoult. ....       | in | 3          | 4       |
| Portevin . . . . .             | in | 1          | 1       |
| Pujol and Van Norman . . . . . | in | 8          | 8       |
| Robertson . . . . .            | in | 4          | 4       |

*erman :*

|                        |    |     |     |
|------------------------|----|-----|-----|
| Adler. ....            | in | 4   | 4   |
| Ahn . . . . .          | in | 15  | 11  |
| Douai. ....            | in | 2   | 1   |
| Eichorn . . . . .      | in | 1   | --- |
| Glaubensklee . . . . . | in | 1   | 1   |
| Ollendorff. ....       | in | 5   | 4   |
| Otto . . . . .         | in | 3   | 6   |
| Peissner . . . . .     | in | 7   | 6   |
| Peterman. ....         | in | ... | 1   |
| Soden . . . . .        | in | ... | 1   |
| Woodbury . . . . .     | in | 81  | 76  |

*ilian :*

|                    |    |     |   |
|--------------------|----|-----|---|
| Fontana . . . . .  | in | 1   | 1 |
| Foresti. ....      | in | 1   | 1 |
| Woodbury . . . . . | in | ... | 1 |

*anish :*

|                              |    |     |   |
|------------------------------|----|-----|---|
| Ollendorff . . . . .         | in | 2   | 2 |
| Pinney and Barselo . . . . . | in | 1   | 2 |
| Robertson . . . . .          | in | ... | 2 |
| Vingut . . . . .             | in | 1   | 2 |
| Woodbury . . . . .           | in | ... | 2 |

NATURAL SCIENCES.

*atomy, Physiology and Hygiene :*

|                     |    |    |     |
|---------------------|----|----|-----|
| Comstock . . . . .  | in | 1  | --- |
| Comings . . . . .   | in | 3  | 1   |
| Cutter . . . . .    | in | 93 | 94  |
| Draper. ....        | in | 1  | 1   |
| Hitchcock . . . . . | in | 12 | 13  |



|            |    | Academies. |         |
|------------|----|------------|---------|
|            |    | 1865-6.    | 1866-7. |
| Hooker     | in | 10         | 6       |
| Jarvis     | in | 1          | 4       |
| Lambert    | in | 21         | 19      |
| Lectures   | in | 6          | 3       |
| Loomis     | in | 2          | ....    |
| Quackenbos | in | 1          | ....    |

*Botany:*

|                |    |    |      |
|----------------|----|----|------|
| Gray           | in | 54 | 59   |
| Lectures       | in | 1  | .... |
| Lincoln (Mrs.) | in | 3  | 2    |
| Wood           | in | 88 | 69   |

*Chemistry:*

|            |    |    |      |
|------------|----|----|------|
| Bowman     | in | 2  | 1    |
| Comstock   | in | 1  | .... |
| Cooke      | in | 1  | 1    |
| Draper     | in | 4  | 3    |
| Fownes     | in | 1  | 2    |
| Gray       | in | 3  | 1    |
| Hitchcock  | in | .. | 1    |
| Hooker     | in | .. | 1    |
| Johnston   | in | 4  | 2    |
| Lectures   | in | 2  | 1    |
| Porter     | in | 19 | 21   |
| Silliman   | in | 5  | 5    |
| Steele     | in | .. | 1    |
| Stockhardt | in | 2  | 2    |
| Turner     | in | 2  | .... |
| Wells      | in | 45 | 59   |
| Youmans    | in | 26 | 32   |

*Geology:*

|                |    |    |      |
|----------------|----|----|------|
| Comstock       | in | .. | 1    |
| Dana           | in | 15 | 23   |
| Emmons         | in | 1  | .... |
| Gray and Adams | in | 6  | 1    |
| Hitchcock      | in | 25 | 26   |
| Lectures       | in | 2  | 1    |

|                     |    | 1865-6. | Academies.<br>1866-7. |
|---------------------|----|---------|-----------------------|
| Lee .....           | in | ..      | 1                     |
| Littell .....       | in | 1       | ....                  |
| Loomis .....        | in | 1       | ....                  |
| Lyell .....         | in | 1       | ....                  |
| Miller .....        | in | ..      | 1                     |
| Page .....          | in | 1       | 1                     |
| Ruschenberger ..... | in | 1       | ....                  |
| Tenny .....         | in | 5       | 4                     |
| Warren .....        | in | 1       | 2                     |
| Wells .....         | in | 19      | 15                    |

*eteorology:*

|                  |    |   |      |
|------------------|----|---|------|
| Brockleshy ..... | in | 3 | 1    |
| Dana .....       | in | 1 | 1    |
| Lectures .....   | in | 1 | 1    |
| Loomis .....     | in | 1 | .... |
| Norton .....     | in | 1 | 1    |
| Porter .....     | in | 1 | 1    |
| Warren .....     | in | 4 | 4    |
| Wells .....      | in | 6 | 7    |

*eneralogy:*

|                  |    |    |      |
|------------------|----|----|------|
| Dana .....       | in | 12 | 7    |
| Elderhorst ..... | in | 1  | 1    |
| Hitchcock .....  | in | .. | 1    |
| Hooker .....     | in | .. | 1    |
| Lectures .....   | in | 1  | 2    |
| Lyell .....      | in | 1  | .... |
| Warren .....     | in | 1  | .... |
| Wells .....      | in | 2  | .... |

*atural History:*

|                     |    |   |      |
|---------------------|----|---|------|
| Ackerman .....      | in | 1 | .... |
| Goldsmith .....     | in | 1 | .... |
| Hooker .....        | in | 3 | 6    |
| Lectures .....      | in | 4 | 3    |
| Redfield .....      | in | 2 | 3    |
| Smellie .....       | in | 8 | 4    |
| State Reports ..... | in | 1 | .... |

|                     |    | Ac demies. |         |
|---------------------|----|------------|---------|
|                     |    | 1865-6.    | 1866-7. |
| Tenney .....        | in | 1          | 3       |
| Ware's Smellie..... | in | 2          | 2       |
| Warren .....        | in | 1          | ....    |
| Willson ....        | in | 1          | 1       |
| Wood .....          | in | 1          | 1       |

*Technology:*

|                |    |   |      |
|----------------|----|---|------|
| Bigelow .....  | in | 1 | .... |
| Davies .....   | in | 1 | 1    |
| Robinson ..... | in | 1 | .... |
| Youmans .....  | in | 1 | .... |

*Zoology:*

|                        |    |     |      |
|------------------------|----|-----|------|
| Agassiz and Gould..... | in | 9   | 7    |
| Dana .....             | in | 1   | 1    |
| Edwards .....          | in | ... | 1    |
| Hitchcock .....        | in | 1   | 1    |
| Hooker .....           | in | ... | 1    |
| Lectures .....         | in | 4   | .... |
| Redfield.....          | in | ... | 3    |
| Tenney .....           | in | ... | 3    |
| Ware .....             | in | 1   | .... |
| Warren .....           | in | 1   | .... |

MORAL, INTELLECTUAL AND POLITICAL SCIENCE.

*Criticism (Elements):*

|                 |    |     |      |
|-----------------|----|-----|------|
| Bascom .....    | in | ... | 1    |
| Blair .....     | in | ... | 1    |
| Kames .....     | in | 43  | 46   |
| Lectures .....  | in | 3   | 2    |
| Quackenbos..... | in | 2   | .... |
| Spaulding ..... | in | ... | 1    |

*Christianity (Evidences):*

|                 |    |    |   |
|-----------------|----|----|---|
| Alexander ..... | in | 8  | 6 |
| Bushnell .....  | in | 1  | 1 |
| Butler .....    | in | 7  | 4 |
| Hopkins .....   | in | 10 | 7 |

|                           |    | Academies. |         |
|---------------------------|----|------------|---------|
|                           |    | 1865-6.    | 1866-7. |
| Lectures .....            | in | 1          | 1       |
| Paley .....               | in | 20         | 16      |
| <i>History (General):</i> |    |            |         |
| Berard .....              | in | 1          | 1       |
| Bloss .....               | in | 1          | 1       |
| Dew .....                 | in | 1          | 1       |
| Dickens .....             | in | ...        | 1       |
| Edwards (Miss) .....      | in | 1          | ...     |
| Goodrich .....            | in | 4          | 4       |
| Harper .....              | in | 2          | 1       |
| Hume .....                | in | 1          | ...     |
| Lectures .....            | in | ...        | 1       |
| Liddell .....             | in | ...        | 1       |
| Lord .....                | in | 1          | ...     |
| Markham .....             | in | ...        | 2       |
| Miller .....              | in | 1          | ...     |
| Motley .....              | in | ...        | 1       |
| Quackenbos .....          | in | ...        | 1       |
| Reed .....                | in | ...        | 1       |
| Robbins .....             | in | 12         | 14      |
| Sewell .....              | in | 1          | 1       |
| Smith .....               | in | ...        | 1       |
| Taylor .....              | in | 1          | 1       |
| Tytler .....              | in | 1          | 1       |
| Weber .....               | in | 7          | 4       |
| Whelpley .....            | in | 1          | 1       |
| White .....               | in | 1          | ...     |
| Willard .....             | in | 13         | 12      |
| Willson .....             | in | 48         | 44      |
| Worcester .....           | in | 7          | 10      |

*History of the United States :*

|                |    |     |     |
|----------------|----|-----|-----|
| Anderson ..... | in | 2   | 2   |
| Bancroft ..... | in | 1   | ... |
| Berard .....   | in | 3   | 7   |
| Bloss .....    | in | 1   | ... |
| Colton .....   | in | 1   | ... |
| Goodrich ..... | in | 27  | 21  |
| Guernsey ..... | in | ... | 1   |

|                  |    | Academies. |         |
|------------------|----|------------|---------|
|                  |    | 1865-6.    | 1866-7. |
| Hale .....       | in | 1          | ----    |
| Harper .....     | in | 1          | 1       |
| Lossing .....    | in | 31         | 26      |
| Monteith .....   | in | 1          | 1       |
| Peabody .....    | in | 1          | ----    |
| Quackenbos ..... | in | 27         | 36      |
| Reed .....       | in | 1          | ----    |
| Willard .....    | in | 11         | 6       |
| Willson .....    | in | 54         | 48      |
| Worcester .....  | in | 1          | 3       |

*History of Literature :*

|                 |    |     |    |
|-----------------|----|-----|----|
| Cleveland ..... | in | 18  | 17 |
| Lectures .....  | in | --- | 1  |
| Lord .....      | in | 1   | 1  |
| Reed .....      | in | --- | 1  |
| Schlegel .....  | in | 1   | 1  |
| Shaw .....      | in | 9   | 11 |
| Spaulding ..... | in | 3   | 4  |

*Natural Theology :*

|                |    |    |    |
|----------------|----|----|----|
| Butler .....   | in | 3  | 2  |
| Lectures ..... | in | 1  | 2  |
| Paley .....    | in | 31 | 26 |
| Stewart .....  | in | 1  | 1  |

*Philosophy (Intellectual):*

|                   |    |     |      |
|-------------------|----|-----|------|
| Alden .....       | in | --- | 2    |
| Abercrombie ..... | in | 8   | 7    |
| Boyd .....        | in | 1   | ---- |
| Champlin .....    | in | 3   | 3    |
| Combe .....       | in | 1   | 1    |
| Cruttenden .....  | in | 2   | ---- |
| Hamilton .....    | in | 6   | 6    |
| Haven .....       | in | 18  | 20   |
| Hickok .....      | in | 9   | 7    |
| Lectures .....    | in | 1   | 1    |
| Mahan .....       | in | 1   | 1    |

|                 |    | Academies. |         |
|-----------------|----|------------|---------|
|                 |    | 1865-6.    | 1866-7. |
| Quackenbos..... | in | 1          | 1       |
| Stewart.....    | in | 3          | ....    |
| Thomson.....    | in | 1          | ....    |
| Upham.....      | in | 16         | 15      |
| Watts.....      | in | 1          | 1       |
| Wayland.....    | in | 16         | 13      |
| Wells.....      | in | 1          | ....    |

*aw (Constitutional):*

|                           |    |     |      |
|---------------------------|----|-----|------|
| Alden.....                | in | ... | 1    |
| Constitution (U. S.)..... | in | 1   | .... |
| Lectures.....             | in | 2   | 4    |
| Sheppard.....             | in | 1   | 2    |
| Shurtleff.....            | in | 1   | .... |
| Story.....                | in | 1   | 1    |
| Woolsey.....              | in | 1   | .... |
| Woodbury.....             | in | ... | 1    |
| Young.....                | in | 51  | 55   |

*vic:*

|                 |    |    |      |
|-----------------|----|----|------|
| Atwater.....    | in | .. | 1    |
| Boyd.....       | in | .. | 1    |
| Coppee.....     | in | 6  | 7    |
| Fowler.....     | in | 1  | .... |
| Hedge.....      | in | 4  | 2    |
| Lectures.....   | in | 1  | .... |
| Mahan.....      | in | .. | 1    |
| McGregor.....   | in | 1  | .... |
| Quackenbos..... | in | 1  | 1    |
| Tappan.....     | in | 1  | 1    |
| Thomson.....    | in | 4  | 3    |
| True.....       | in | 9  | 7    |
| Whately.....    | in | 16 | 10   |

*hilosophy (Moral):*

|                  |    |    |   |
|------------------|----|----|---|
| Alden.....       | in | .. | 2 |
| Abercrombie..... | in | 1  | 2 |
| Alexander.....   | in | 6  | 6 |

|                  |    | Academies. |         |
|------------------|----|------------|---------|
|                  |    | 1865-6.    | 1866-7. |
| Bible .....      | in | 1          | ----    |
| Butler .....     | in | 2          | 1       |
| Combe .....      | in | 1          | ----    |
| Dymond .....     | in | 1          | 1       |
| Haven .....      | in | 4          | 3       |
| Hickok .....     | in | 6          | 7       |
| Hopkins .....    | in | 2          | 3       |
| Lectures .....   | in | 2          | 1       |
| Quackenbos ..... | in | 1          | ----    |
| Stewart .....    | in | 1          | ----    |
| Wayland .....    | in | 43         | 40      |

*Political Economy:*

|                |    |    |    |
|----------------|----|----|----|
| Bowen .....    | in | 1  | 1  |
| Lectures ..... | in | 3  | 1  |
| Say .....      | in | 1  | 1  |
| Smith .....    | in | 2  | 1  |
| Wayland .....  | in | 23 | 17 |
| Young .....    | in | 3  | 2  |

*Rhetoric:*

|                  |    |     |      |
|------------------|----|-----|------|
| Boyd .....       | in | 8   | 5    |
| Blair .....      | in | 7   | 6    |
| Cruttenden ..... | in | 1   | ---- |
| Coppee .....     | in | 5   | 6    |
| Day .....        | in | 2   | 2    |
| Holbrook .....   | in | 1   | 11   |
| Jamieson .....   | in | 1   | ---- |
| Lectures .....   | in | 1   | ---- |
| Newman .....     | in | 6   | 2    |
| Parker .....     | in | 2   | ---- |
| Quackenbos ..... | in | 113 | 127  |
| Whately .....    | in | 4   | 2    |

*Teaching, Principles of:*

|                |    |    |    |
|----------------|----|----|----|
| Barnard .....  | in | 1  | 1  |
| Holbrook ..... | in | 11 | 11 |
| Jewell .....   | in | 1  | 1  |
| Lectures ..... | in | 10 | 7  |

|                      |    | Academies. |         |
|----------------------|----|------------|---------|
|                      |    | 1865-6.    | 1866-7. |
| Northend.....        | in | 8          | 1       |
| Ogden .....          | in | 1          | ----    |
| Page .....           | in | 74         | 65      |
| Wickersham . . . . . | in | 4          | 8       |



SCHEDULE No. 12—Exhibiting the Instruction of Common School Teachers during 1866-7.

ACADEMIES.

| COUNTIES.             | NAMES OF ACADEMIES.                    | Number of Pupils instructed free of charge. |         |        | Whether there was separate instruction in common school teaching. | Class visited by School Commissioner. |
|-----------------------|--|---|---------|--------|---|---------------------------------------|
|                       |  | Male.                                       | Female. | Total. |   |                                       |
| Allegany . . . . .    | Genesee Valley Seminary . . . . .      | 3   | 14      | 17     | Yes.  | No.                                   |
| Broome . . . . .      | Binghamton Academy . . . . .           | 3   | 7       | 10     | do  | Yes.                                  |
|                       | Windsor Academy . . . . .              | 3   | 17      | 20     | do  | No.                                   |
| Cattaraugus . . . . . | Chamberlain Institute . . . . .        | 6   | 14      | 20     | do  | Yes.                                  |
| Cayuga . . . . .      | Moravia Institute . . . . .            | 3   | 14      | 17     | do  | No.                                   |
| Chautauqua . . . . .  | Forestville Free Acad. and Un. School. | 1   | 13      | 14     | do  | Yes.                                  |
|                       | Fredonia Academy . . . . .             | 5   | 7       | 12     | do  | No.                                   |
|                       | Jamestown Union School and Col. Inst.  | 7   | 13      | 20     | do  | do                                    |
|                       | Westfield Academy . . . . .            | 8   | 12      | 20     | do  | do                                    |
| Chenango . . . . .    | New Berlin Academy . . . . .           | 7   | 13      | 20     | do  | Yes.                                  |
|                       | Norwich Academy . . . . .              | 4   | 16      | 20     | do  | No.                                   |
|                       | Oxford Academy . . . . .               | 9   | 11      | 20     | do  | do                                    |
| Clinton . . . . .     | Champlain Academy . . . . .            | 5   | 10      | 15     | do  | do                                    |
| Columbia . . . . .    | Hudson Academy . . . . .               | —   | 19      | 19     | do  | Yes.                                  |
|                       | Spencertown Academy . . . . .          | 4   | 10      | 14     | do  | do                                    |
|                       | Cincinnati Academy . . . . .           | 5   | 6       | 11     | do  | No.                                   |
| Cortland . . . . .    | Cortland Academy . . . . .             | 11  | 9       | 20     | do  | Yes.                                  |
|                       | Cortlandville Academy . . . . .        | 11  | —       | 11     | do  | No.                                   |

|                      |  |    |    |    |      |
|----------------------|--|----|----|----|------|
| Delaware . . . . .   | Andes Collegiate Institute . . . . .     | 20 | 20 | do | Yes. |
|                      | Delaware Academy . . . . .               | 12 | 21 | do | Yes. |
|                      | Delaware Literary Institute . . . . .    | 15 | 15 | do | No.  |
|                      | Walton Academy . . . . .                 | 16 | 16 | do | Yes. |
| Erie . . . . .       | Buffalo Central School . . . . .         | 17 | 18 | do | No.  |
|                      | Griffith Institute . . . . .             | 20 | 20 | do | do   |
| Essex . . . . .      | Keeseville Academy . . . . .             | 15 | 20 | do | do   |
| Franklin . . . . .   | Fort Covington Academy . . . . .         | 12 | 20 | do | do   |
|                      | Franklin Academy . . . . .               | 17 | 20 | do | do   |
| Fulton . . . . .     | Gloversville Union Seminary . . . . .    | 3  | 5  | do | do   |
| Genesee . . . . .    | Batavia Union School . . . . .           | 10 | 17 | do | Yes. |
|                      | Genesee and Wyoming Seminary . . . . .   | 11 | 14 | do | do   |
|                      | Rural Seminary . . . . .                 | 17 | 21 | do | do   |
| Greene . . . . .     | Greenville Academy . . . . .             | 18 | 20 | do | do   |
| Herkimer . . . . .   | West Winfield Academy . . . . .          | 16 | 20 | do | do   |
| Jefferson . . . . .  | Antwerp Liberal Lit. Institute . . . . . | 14 | 22 | do | do   |
|                      | Union Academy of Belleville . . . . .    | 6  | 20 | do | No.  |
| Lewis . . . . .      | Lowville Academy . . . . .               | 2  | 7  | do | do   |
| Livingston . . . . . | Genesee Wesleyan Seminary . . . . .      | 16 | 20 | do | do   |
|                      | Geneseo Academy . . . . .                | 20 | 20 | do | do   |
| Madison . . . . .    | Oneida Seminary . . . . .                | 15 | 20 | do | do   |
|                      | Oneida Conference Seminary . . . . .     | 14 | 21 | do | Yes. |
| Monroe . . . . .     | Monroe Academy . . . . .                 | 7  | 10 | do | Yes. |
|                      | Penfield Seminary . . . . .              | 5  | 6  | do | No.  |
| Montgomery . . . . . | Canajoharie Academy . . . . .            | 6  | 8  | do | Yes. |
| Niagara . . . . .    | Lockport Union School . . . . .          | 17 | 17 | do | Yes. |
|                      | Wilson Collegiate Institute . . . . .    | 5  | 6  | do | No.  |

SCHEDULE No. 12—Exhibiting the Instruction of Common School Teachers during 1866-7.

| COUNTIES.         | NAMES OF ACADEMIES.                    | Number of Pupils instructed free of charge. |         |        | Whether there was separate instruction in common school teaching. | Class visited by School Commissioner. |
|-------------------|--|---|---------|--------|---|---------------------------------------|
|                   |  | Male.                                       | Female. | Total. |   |                                       |
| Allegany .....    | Genesee Valley Seminary .....          | 3   | 14      | 17     | Yes.  | No.                                   |
| Broome .....      | Binghamton Academy .....               | 3   | 7       | 10     | do  | Yes.                                  |
| Cattaraugus ..... | Windsor Academy .....                  | 3   | 17      | 20     | do  | No.                                   |
| Cayuga .....      | Chamberlain Institute .....            | 6   | 14      | 20     | do  | Yes.                                  |
| Chautauqua .....  | Moravia Institute .....                | 3   | 14      | 17     | do  | No.                                   |
|                   | Forestville Free Acad. and Un. School. | 1   | 13      | 14     | do  | Yes.                                  |
|                   | Fredonia Academy .....                 | 5   | 7       | 12     | do  | No.                                   |
|                   | Jamestown Union School and Col. Inst.  | 7   | 13      | 20     | do  | do                                    |
|                   | Westfield Academy .....                | 8   | 12      | 20     | do  | do                                    |
| Chenango .....    | New Berlin Academy .....               | 7   | 13      | 20     | do  | Yes.                                  |
|                   | Norwich Academy .....                  | 4   | 16      | 20     | do  | No.                                   |
|                   | Oxford Academy .....                   | 9   | 11      | 20     | do  | do                                    |
| Clinton .....     | Champlain Academy .....                | 5   | 10      | 15     | do  | do                                    |
| Columbia .....    | Hudson Academy .....                   | ---   | 19      | 19     | do  | Yes.                                  |
|                   | Spencertown Academy .....              | 4   | 10      | 14     | do  | do                                    |
|                   | Cincinnati Academy .....               | 5   | 6       | 11     | do  | No.                                   |
| Cortland .....    | Cortland Academy .....                 | 11  | 9       | 20     | do  | Yes.                                  |
|                   | Cortlandville Academy .....            | 11  | 8       | 19     | do  | No.                                   |

|                      |  |     |       |       |    |      |
|----------------------|--|-----|-------|-------|----|------|
| Steuben . . . . .    | Franklin Academy . . . . .                 | 5   | 15    | 20    | do | do   |
| Sullivan . . . . .   | Rogersville Union Seminary . . . . .       | 8   | 12    | 20    | do | Yes. |
|                      | Liberty Normal Institute . . . . .         | 4   | 16    | 20    | do | do   |
| Tioga . . . . .      | Monticello Academy . . . . .               | 10  | 8     | 18    | do | do   |
|                      | Owego Academy . . . . .                    | 16  | 5     | 21    | do | No.  |
| Tompkins . . . . .   | Waverly Institute . . . . .                | 1   | 20    | 21    | do | Yes. |
|                      | Groton Academy . . . . .                   | 2   | 19    | 21    | do | No.  |
| Warren . . . . .     | Trumansburgh Academy . . . . .             | 2   | 14    | 16    | do | do   |
| Washington . . . . . | Glen's Falls Academy . . . . .             | 1   | 14    | 15    | do | Yes. |
|                      | Fort Edward Collegiate Institute . . . . . | 6   | 15    | 21    | do | do   |
| Wayne . . . . .      | Marshall Seminary of Easton . . . . .      | 13  | 8     | 21    | do | do   |
|                      | Marion Collegiate Institute . . . . .      | 3   | 16    | 19    | do | do   |
|                      | Newark Union School and Academy . . . . .  | 7   | 18    | 25    | do | do   |
| Wyoming . . . . .    | Sodus Academy . . . . .                    | 7   | 13    | 20    | do | do   |
|                      | Middlebury Academy . . . . .               | 2   | 7     | 9     | do | do   |
|                      | Perry Academy . . . . .                    | 2   | 8     | 10    | do | do   |
|                      | Pike Seminary . . . . .                    | 7   | 13    | 20    | do | do   |
|                      | Warsaw Union School . . . . .              | 4   | 14    | 18    | do | do   |
| Yates . . . . .      | Penn Yan Academy . . . . .                 | 5   | 15    | 20    | do | do   |
|                      |  | 406 | 1,039 | 1,445 |    |      |

## ACADEMIES.

SCHEDULE No. 12--Continued.

| COUNTIES.         | NAMES OF ACADEMIES.                      | Class exam-<br>ined at the<br>close of the<br>term. | No. known to have<br>received commis-<br>sioners' certifi-<br>cates. | No. known to have<br>been engaged in<br>teaching. | Amount appro-<br>priated by Re-<br>ports, Janu'y,<br>1868. |
|-------------------|--|---|--|---|--|
| Allegany .....    | Genesee Valley Seminary .....            | Yes.  | 14   | 13  | \$170 00   |
| Broome .....      | Binghamton Academy .....                 | do  | 3  | 3   | 100 00   |
| Cattaraugus ..... | Windsor Academy .....                    | do  | 10   | 9   | 200 00   |
| Cayuga .....      | Chamberlain Institute .....              | do  | 13   | 11  | 200 00   |
| Chautauqua .....  | Moravia Institute .....                  | do  | 9  | 8   | 170 00   |
|                   | Forestville Free Academy and Un. School  | do  | 7  | 5   | 130 00   |
|                   | Fredonia Academy .....                   | do  | .....  | .....   | 120 00   |
|                   | Jamestown Union School and Coll. Inst. . | do  | 12   | 12  | 200 00   |
|                   | Westfield Academy .....                  | do  | 12   | 12  | 200 00   |
| Chenango .....    | New Berlin Academy .....                 | do  | 11   | 8   | 200 00   |
|                   | Norwich Academy .....                    | do  | 20   | 13  | 200 00   |
|                   | Oxford Academy .....                     | do  | 20   | 20  | 200 00   |
| Clinton .....     | Champlain Academy .....                  | No.   | .....  | .....   | 150 00   |
| Columbia .....    | Hudson Academy .....                     | Yes.  | 16   | 5   | 190 00*  |
|                   | Spencertown Academy .....                | do  | 14   | .....   | 140 00   |
|                   | Cincinnati Academy .....                 | do  | 11   | 10  | 110 00   |
| Cortland .....    | Cortland Academy .....                   | do  | 20   | 10  | 200 00   |
|                   | Cortlandville Academy .....              | No.   | 14   | 14  | 190 00   |

| Delaware   | Andes Collegiate Institutes        | Yes. | 14 | 10 | 200 00   |
|------------|------------------------------------|------|----|----|----------|
|            | Delaware Academy                   | do   | 15 | 13 | 200 00   |
|            | Delaware Literary Institute        | do   |    |    | 150 00   |
|            | Walton Academy                     | do   | 13 | 11 | 160 00   |
| Erie       | Buffalo Central School             | do   | 1  |    | 180 00   |
|            | Griffith Institute                 | do   | 14 | 11 | 200 00   |
| Essex      | Keeseville Academy                 | do   | 10 | 8  | 200 00   |
| Franklin   | Fort Covington Academy             | No.  | 8  | 3  | 200 00   |
|            | Franklin Academy                   |      |    |    | 191 00   |
| Fulton     | Gloversville Union Seminary        | No.  | 2  | 2  | 50 00    |
| Genesee    | Batavia Union School               | Yes. | 4  | 3  | 170 00   |
|            | Genesee and Wyoming Seminary       | do   |    |    | 140 00   |
|            | Rural Seminary                     | do   | 7  | 6  | 200 00   |
| Greene     | Greenville Academy                 | do   | 14 | 12 | 200 00   |
| Herkimer   | West Winfield Academy              | do   | 13 | 10 | 200 00   |
| Jefferson  | Antwerp Liberal Literary Institute | do   | 19 | 16 | 200 00   |
|            | Union Academy of Belleville        | do   | 9  | 9  | 200 00   |
| Lewis      | Lowville Academy                   | No.  | 5  | 3  | 70 00    |
| Livingston | Genesee Wesleyan Seminary          | Yes. | 11 |    | † 195 00 |
|            | Genesee Academy                    | do   | 4  | 4  | 200 00   |
| Madison    | Oneida Seminary                    | do   |    |    | 200 00   |
|            | Oneida Conference Seminary         | do   |    |    | 100 00   |
| Mourne     | Mourne Academy                     | do   | 5  | 2  | 60 00    |
|            | Penfield Seminary                  | No.  | 3  | 1  | 80 00    |
| Montgomery | Canajoharie Academy                | Yes. |    |    | 170 00   |
| Niagara    | Lockport Union School              | do   | 15 | 11 | 60 00    |
|            | Wilson Collegiate Institute        | No.  |    |    |          |

## ACADEMIES.

## SCHEDULE No. 12—Continued.

| COUNTIES.        | NAMES OF ACADEMIES.                   | Class exam-<br>ined at the<br>close of the<br>term. | No. known to have<br>received commis-<br>sioners' certifi-<br>cates. | No. known to have<br>been engaged in<br>teaching. | Amount appro-<br>priated by Re-<br>gents, Jan'y,<br>1868. |
|------------------|---------------------------------------|---|--|---|---|
| Oneida.....      | Whitestown Seminary.....              | Yes.  | 6  | -----   | \$180 00  |
| Onondaga.....    | Munro Collegiate Institute.....       | do  | 9  | 9   | 200 00  |
|                  | Pompey Academy.....                   | do  | 19   | 5   | 110 00  |
| Ontario.....     | Canandaigua Academy.....              | do  | 10   | -----   | 160 00  |
|                  | Naples Academy.....                   | do  | 1  | -----   | 60 00   |
| Orange.....      | Chester Academy.....                  | do  | 4  | 2   | 90 00   |
| Orleans.....     | Albion Academy.....                   | No.   | 12   | -----   | 180 00  |
| Oswego.....      | Mexico Academy.....                   | do  | 14   | 14  | 200 00  |
|                  | Pulaski Academy.....                  | Yes.  | 18   | 13  | 200 00  |
| Otsego.....      | Gilbertsville Academy.....            | do  | 4  | 3   | 90 00   |
|                  | Hartwick Academy.....                 | do  | 5  | 5   | 200 00  |
|                  | Unadilla Academy.....                 | do  | 15   | 8   | 200 00  |
| Rensselaer.....  | Lansingburgh Academy.....             | do  | 8  | -----   | 200 00  |
| St. Lawrence.... | Gouverneur Wesleyan Seminary.....     | do  | 16   | 16  | 200 00  |
|                  | Lawrenceville Academy.....            | do  | 14   | 14  | 200 00  |
|                  | St. Lawrence Academy.....             | No.   | 20   | -----   | 200 00  |
| Saratoga.....    | Halfmoon Academy.....                 | Yes.  | 4  | 4   | 178 00  |
| Schoharie.....   | New York Conference Seminary.....     | -----   | -----  | -----   | 200 00  |
|                  | Schoharie Academy.....                | Yes.  | 3  | 3   | 60 00*  |
| Seneca.....      | East Genesee Conference Seminary..... | do  | -----  | -----   | 150 00  |

|                  |                                       |       |                |             |          |
|------------------|---------------------------------------|-------|----------------|-------------|----------|
| Steuben .....    | Franklin Academy.....                 | Yes.  | 4              | 3           | 200 00   |
| Sullivan.....    | Rogersville Union Seminary.....       | do    | 17             | 16          | 200 00   |
|                  | Liberty Normal Institute .....        | do    | 18             | 12          | 200 00   |
| Tioga.....       | Monticello Academy .....              | do    | 18             | 12          | 180 00   |
|                  | Owego Academy .....                   | do    | .....          | .....       | 200 00   |
|                  | Waverly Institute .....               | do    | 18             | 16          | 200 00   |
| Tompkins .....   | Groton Academy .....                  | do    | Most of class. | A majority. | 200 00   |
|                  | Trumansburgh Academy.....             | do    | 4              | 4           | 160 00   |
| Warren .....     | Glen's Falls Academy .....            | do    | 10             | 5           | 150 00   |
| Washington ..... | Fort Edward Collegiate Institute..... | do    | 20             | 10          | 200 00   |
|                  | Marshall Seminary of Easton .....     | do    | 3              | 1           | 200 00   |
| Wayne.....       | Marion Collegiate Institute.....      | do    | 17             | 10          | 190 00   |
|                  | Newark Union School and Academy ..... | do    | 23             | 12          | 200 00   |
|                  | Sodus Academy .....                   | do    | 20             | 13          | 200 00   |
| Wyoming .....    | Middlebury Academy .....              | do    | 5              | 2           | 90 00    |
|                  | Perry Academy .....                   | do    | 10             | 7           | 100 00   |
|                  | Pike Seminary .....                   | do    | 14             | 14          | 200 00   |
|                  | Warsaw Union School.....              | do    | 3              | 3           | 180 00   |
| Yates .....      | Penn Yan Academy.....                 | do    | 13             | .....       | 200 00   |
|                  | Total .....                           | ..... | 791            | 528         | \$13,954 |

• In March, 1868. † Report received in March, 1868. No appropriation has been made as yet (June 1, 1868).



# ACADEMIES.

## SCHEDULE No. 12—Continued.

*Academies appointed to instruct Teachers' Classes during the academic year 1867-8.*

| Counties.         | Names of Academies.             |
|-------------------|---------------------------------|
| Allegany .....    | Friendship Academy.             |
|                   | Genesee Valley Seminary.        |
| Broome .....      | Binghamton Academy.             |
| Cattaraugus ..... | Chamberlain Institute.          |
| Cayuga .....      | Moravia Institute.              |
|                   | Port Byron Academy.             |
| Chautauqua .....  | Forestville Union School.       |
|                   | Jamestown Academy.              |
|                   | Westfield Academy.              |
| Chemung .....     | Elmira Academy.                 |
| Chenango .....    | Norwich Academy.                |
|                   | Oxford Academy.                 |
| Clinton .....     | Champlain Academy.              |
| Columbia .....    | Spencertown Academy.            |
| Cortland .....    | Cincinnatus Academy.            |
|                   | Cortland Academy.               |
|                   | Cortlandville Academy.          |
| Delaware .....    | Andes Collegiate Institute.     |
|                   | Delaware Academy.               |
|                   | Delaware Literary Institute.    |
| Erie .....        | Buffalo Central School.         |
|                   | Clarence Academy.               |
|                   | Griffith Institute.             |
| Essex .....       | Elizabethtown Union School.     |
| Franklin .....    | Fort Covington Academy.         |
|                   | Franklin Academy.               |
| Fulton .....      | Johnstown Academy.              |
| Genesee .....     | Batavia Union School.           |
|                   | Cary Collegiate Seminary.       |
|                   | Greenville Academy.             |
| Greene .....      | Fairfield Academy.              |
| Herkimer .....    | West Winfield Academy.          |
|                   | Antwerp Liberal Literary Instit |
| Jefferson .....   | Hungerford Collegiate Institute |
|                   | Union Academy of Belleville.    |
| Lewis .....       | Lowville Academy.               |

| Counties.              | Names of Academies.  |
|------------------------|--|
| Livingston . . . . .   | Dansville Seminary.<br>Genesee Wesleyan Seminary.<br>Genesee Academy.      |
| Madison . . . . .      | De Ruyter Institute.<br>Oneida Conference Seminary.                        |
| Monroe . . . . .       | Monroe Academy.<br>Penfield Seminary.                                      |
| Montgomery . . . . .   | Canajoharie Academy.   |
| Niagara . . . . .      | Lockport Union School.<br>Wilson Collegiate Institute.                     |
| Oneida . . . . .       | Clinton Liberal Institute.<br>Rome Academy.<br>Whitestown Seminary.        |
| Onondaga . . . . .     | Munro Collegiate Institute.<br>Pompey Academy.                             |
| Ontario . . . . .      | Canandaigua Academy.<br>East Bloomfield Academy.                           |
| Orange . . . . .       | Chester Academy.   |
| Orleans . . . . .      | Albion Academy.  |
| Oswego . . . . .       | Falley Seminary.<br>Mexico Academy.<br>Pulaski Academy.                    |
| Otsego . . . . .       | Gilbertsville Academy.<br>Unadilla Academy.                                |
| Queens . . . . .       | Union Hall Academy.  |
| Rensselaer . . . . .   | Lansingburgh Academy.  |
| St. Lawrence . . . . . | Canton Academy.<br>Gouverneur Wesleyan Seminary.<br>Lawrenceville Academy. |
| Saratoga . . . . .     | Halfmoon Academy.  |
| Schoharie . . . . .    | N. Y. Conference Seminary.   |
| Schuyler . . . . .     | Watkins Academy.   |
| Seneca . . . . .       | E. Genesee Conference Seminary.<br>Waterloo Union School.                  |
| Steuben . . . . .      | Franklin Academy.<br>Rogersville Union Seminary.                           |
| Suffolk . . . . .      | Huntington Union School.   |
| Sullivan . . . . .     | Liberty Normal Institute.  |
| Tioga . . . . .        | Owego Academy.<br>Waverly Institute.                                       |

## SCHEDULE No. 12—Continued.

*Academies appointed to instruct Teachers' Classes during the academic year 1867-8.*

| Counties.         | Names of Academies.   |
|-------------------|---|
| Allegany .....    | Friendship Academy.<br>Genesee Valley Seminary.   |
| Broome .....      | Binghamton Academy.   |
| Cattaraugus ..... | Chamberlain Institute.  |
| Cayuga .....      | Moravia Institute.<br>Port Byron Academy.   |
| Chautauqua .....  | Forestville Union School.<br>Jamestown Academy.<br>Westfield Academy.                                   |
| Chemung ... ..    | Elmira Academy.   |
| Chenango .....    | Norwich Academy.<br>Oxford Academy.   |
| Clinton .....     | Champlain Academy.  |
| Columbia .....    | Spencertown Academy.  |
| Cortland .....    | Cincinnatus Academy.<br>Cortland Academy.<br>Cortlandville Academy.                                     |
| Delaware .....    | Andes Collegiate Institute.<br>Delaware Academy.<br>Delaware Literary Institute.                        |
| Erie .....        | Buffalo Central School.<br>Clarence Academy.<br>Griffith Institute.                                     |
| Essex .....       | Elizabethtown Union School.   |
| Franklin .....    | Fort Covington Academy.<br>Franklin Academy.  |
| Fulton .....      | Johnstown Academy.  |
| Genesee .....     | Batavia Union School.<br>Cary Collegiate Seminary.  |
| Greene .....      | Greenville Academy.   |
| Herkimer .....    | Fairfield Academy.<br>West Winfield Academy.  |
| Jefferson .....   | Antwerp Liberal Literary Institute.<br>Hungerford Collegiate Institute.<br>Union Academy of Belleville. |
| Lewis .....       | Lowville Academy.   |

| Counties.              | Names of Academies.  |
|------------------------|--|
| Livingston . . . . .   | Dansville Seminary.<br>Geneseo Wesleyan Seminary.<br>Geneseo Academy.      |
| Madison . . . . .      | De Ruyter Institute.<br>Oneida Conference Seminary.                        |
| Monroe . . . . .       | Monroe Academy.<br>Penfield Seminary.                                      |
| Montgomery . . . . .   | Canajoharie Academy.   |
| Niagara . . . . .      | Lockport Union School.<br>Wilson Collegiate Institute.                     |
| Oneida . . . . .       | Clinton Liberal Institute.<br>Rome Academy.<br>Whitestown Seminary.        |
| Onondaga . . . . .     | Munro Collegiate Institute.<br>Pompey Academy.                             |
| Ontario . . . . .      | Canandaigua Academy.<br>East Bloomfield Academy.                           |
| Orange . . . . .       | Chester Academy.   |
| Orleans . . . . .      | Albion Academy.  |
| Oswego . . . . .       | Falley Seminary.<br>Mexico Academy.<br>Pulaski Academy.                    |
| Otsego . . . . .       | Gilbertsville Academy.<br>Unadilla Academy.                                |
| Queens . . . . .       | Union Hall Academy.  |
| Rensselaer . . . . .   | Lansingburgh Academy.  |
| St. Lawrence . . . . . | Canton Academy.<br>Gouverneur Wesleyan Seminary.<br>Lawrenceville Academy. |
| Saratoga . . . . .     | Halfmoon Academy.  |
| Schoharie . . . . .    | N. Y. Conference Seminary.   |
| Schuyler . . . . .     | Watkins Academy.   |
| Seneca . . . . .       | E. Genesee Conference Seminary.<br>Waterloo Union School.                  |
| Steuben . . . . .      | Franklin Academy.<br>Rogersville Union Seminary.                           |
| Suffolk . . . . .      | Huntington Union School.   |
| Sullivan . . . . .     | Liberty Normal Institute.  |
| Tioga . . . . .        | Owego Academy.<br>Waverly Institute.                                       |

ACADEMIES.

| Counties.            | Names of Academies.                                 |
|----------------------|---|
| Tompkins . . . . .   | Ithaca Academy.<br>Trumansburgh Academy.            |
| Ulster . . . . .     | New Paltz Academy.                                  |
| Warren . . . . .     | Warrensburgh Academy.                               |
| Washington . . . . . | Argyle Academy.<br>Ft. Edward Collegiate Institute. |
| Wayne . . . . .      | Palmyra Union School.<br>Sodus Academy.             |
| Wyoming . . . . .    | Perry Academy.<br>Pike Seminary.                    |
| Yates . . . . .      | Penn Yan Academy.                                   |
| Total academies, 87. |   |

PROVISIONAL APPOINTMENTS.

|  |   |
|--|---|
| Broome . . . . .                                     | Windsor Academy.                                  |
| Cayuga . . . . .                                     | Cayuga Lake Academy.                              |
| Delaware . . . . .                                   | Walton Academy.                                   |
| Erie . . . . .                                       | Aurora Academy.                                   |
| Essex . . . . .                                      | Keeseville Academy.                               |
| Genesee . . . . .                                    | Rural Seminary.<br>Genesee and Wyoming Seminary.  |
| Madison . . . . .                                    | Oneida Seminary.                                  |
| Oneida . . . . .                                     | Sauquoit Academy.                                 |
| Ontario . . . . .                                    | Naples Academy.                                   |
| Otsego . . . . .                                     | Hartwick Seminary.                                |
| St. Lawrence . . . . .                               | St. Lawrence Academy.                             |
| Schoharie . . . . .                                  | Schoharie Academy.                                |
| Tompkins . . . . .                                   | Groton Academy.                                   |
| Wayne . . . . .                                      | Newark Union School.<br>Red Creek Union Seminary. |
| Wyoming . . . . .                                    | Attica Union School.<br>Warsaw Union School.      |
| Total provisional appointments, 18; total both, 105. |   |

### III. PRELIMINARY ACADEMIC EXAMINATIONS.

The details of the system, as at present conducted, are shown in the following copy of the last circular of instructions, and by the forms, etc. appended thereto:

UNIVERSITY OF THE STATE OF NEW YORK, }  
 OFFICE OF THE REGENTS, }  
 ALBANY, *October 25, 1867.* }

*to the Examining Committees and Principals of Academies:*

The preliminary academic examinations to be held under the direction of the Regents, during the academic year 1867-8, will be as follows:

- |                         |              |                         |                           |
|-------------------------|--------------|-------------------------|---------------------------|
| 1. Fall term, 1867,     | } Thursday { | Nov. 7th and 8th, 1867. |                           |
| 2. Winter term, 1867-8, |              | and {                   | Feb. 20th and 21st, 1868. |
| 3. Spring term, 1868,   |              | Friday, {               | June 4th and 5th, 1868.   |

It is earnestly recommended that in all Union schools this system of examination be made a condition of admission to the academic department, so that all scholars in such departments shall be academic scholars; and that the examination be made annual in such schools, and also in academies in which the objects proposed can be secured by an annual examination only. Academies and schools which adopt this suggestion of annual examinations, are requested to send early notice to this office.

The following, among other important ends of this system of examinations, should be kept distinctly in view:

I. A uniform standard of scholarship in studies declared by the State to be preliminary to the classics and the higher branches of English education, as a condition of the distribution of the Literature Fund.

II. More thorough instruction and more exact scholarship in the elementary English branches.

III. The effect of the system in elevating the general standard of scholarship; and the substantial value, to the pupil, of the Regents' certificate as an official testimonial of scholarship.

The following instructions are to be observed in conducting the examinations:

1. The candidates for the examinations are only those students who are "presumed to have completed preliminary studies" (*Man-*

ual, page 60); those who, at the commencement of the term were "provisionally admitted to the academic class" (*Manual*, page 61); and those who have thus far passed in only a part of the required studies. Scholars who, in the judgment of the principal, do not give fair promise of passing the examination, should not be admitted to it.

Pupils who have passed the examination in some of the branches at other academies, need not be re-examined in those branches, provided the fact of their having so passed is properly attested.

2. Whenever the scholars to be examined are too numerous for a single class, they may be divided into two or more classes, and be examined at the same time, on the same subject, in different rooms.

3. Sets of printed questions in arithmetic, English grammar, geography and spelling, will be sent to the chairman of the examining committee, one week before the examination, provided the number of sets of questions needed, and the name of the chairman are seasonably furnished.

4. The examination in geography and spelling will be held in the forenoon of Thursday; in grammar, in the afternoon; and in arithmetic, on Friday. The time for geography is limited to one hour and a half; for spelling, one hour; for grammar, two and a half hours; and for arithmetic, four hours. Pupils should be allowed the benefit of the full time assigned, but these limits may in no case be exceeded.

5. The following arrangement of the examination exercises is recommended:

#### THURSDAY.

|                          |                     |
|--------------------------|---------------------|
| Geography .....          | 9:00 to 10:30 A. M. |
| Recess .....             | 10:30 to 11:00 "    |
| Spelling .....           | 11:00 to 12:00 "    |
| Grammar .....            | 1:30 to 3:00 P. M.  |
| Recess .....             | 3:00 to 3:30 "      |
| Grammar, concluded ..... | 3:30 to 4:30 "      |

#### FRIDAY.

|                             |                         |
|-----------------------------|-------------------------|
| Arithmetic .....            | 10:00 A. M. to 12:00 M. |
| Arithmetic, concluded ..... | 2:30 to 4:30 P. M.      |

Preliminary arrangements should be so perfected that the actual work of the examination may commence at the hours named, and proceed without interruption.

6. When the class is assembled for examination in any subject, at each member be furnished with white foolscap paper, pen and ink, and (except in spelling by dictation exercises) with a copy of the questions to be used at that session. The written answers are to be numbered to correspond with the questions. The processes in arithmetic are to be given in full, as well as the answers, and special attention should be given to the general order, legibility and neatness of the work.

7. The committee should carefully guard against all influences tending to produce embarrassment, or to prevent an unrestrained exercise of the pupils' powers. They should not give any explanations of the questions, or any aid to their solution, nor allow books to be consulted, or any communication by signs or language. Two scholars should not be permitted to occupy the same desk. Any scholar attempting to give or obtain assistance should be summarily dismissed from the class.

The presence of spectators being likely to embarrass or divert the attention of the pupils, it is recommended that only the committee and the principal be present with the class.

8. At the close of the examination in geography and spelling, and of each session in grammar and arithmetic, the pupils are to read and endorse their papers with the subject and their respective names, and return them, together with the printed questions, to the committee, to be retained by them.

9. To relieve the committees of burdensome labor, the answers of the scholars may first be examined by the principal and other teachers, and only such as, in their judgment, have the required number of correct answers need be submitted to the committee. A list of answers may also be prepared by the teachers for the use of the committee, with whom the final decision rests.

10. Correct answers must be given to at least seventy-five per cent of the questions on each subject to entitle any pupil to a agents' certificate. A larger percentage of correct answers on one subject cannot be applied to make up a deficiency on another.

11. The examining committee and the principal are to certify, in a prescribed form, that all the instructions have been fully and faithfully observed, and are to furnish the name, age, residence and number of correct answers of each pupil who sustains the examination in all or any of the required branches.

It is earnestly hoped that the committee will not regard their duties as a mere form, but as demanding vigilance and discrimina-



tion, in which all the academies of the State are jointly interested, and on which the success of the system rests; considering, also, that they act in their certificates for the Board of Regents themselves. The labor is often severe and protracted, and the consciousness of having performed a great public service, will be the highest reward.

12. Sets of answers—i. e., the four papers of each scholar certified to have passed the examination (including the papers of former examinations at which pupils passed in a part of the branches)—are to be selected by lot and forwarded to this office together with the certificate of the committee, at the earliest practicable date. The other papers containing the requisite number of correct answers, should all be preserved. The number of sets to be sent will be determined by the following table:

|   |          |
|---|----------|
| For less than forty scholars . . . . .                  | 3 sets.  |
| For forty and less than fifty scholars . . . . .        | 4 sets.  |
| For fifty and less than sixty scholars . . . . .        | 5 sets.  |
| For sixty and less than seventy scholars . . . . .      | 6 sets.  |
| For seventy and less than eighty scholars . . . . .     | 7 sets.  |
| For eighty and less than ninety scholars . . . . .      | 8 sets.  |
| For ninety and less than one hundred scholars . . . . . | 9 sets.  |
| For one hundred or more scholars . . . . .              | 10 sets. |

If only one or two pupils pass the examination, their papers are to be sent in full.

13. The printed questions are to be preserved, as far as practicable, from being soiled or mutilated, and returned in a separate package, as printed matter, by post or otherwise.

14. The execution of these instructions is entrusted to the examining committee, and at least one member should be present through the examination of each class. The principal is expected to co-operate with and aid the committee, but not to control the action.

15. This circular should be read to the class, or, if preferred, the whole school, and should be carefully preserved for use at several examinations of the year.

The certificate of academic scholarship will be issued by Regents, to each pupil duly certified as having passed in all prescribed branches, at the earliest practicable date after receipt of the certificate of the committee.

By order,

S. B. WOOLWORTH, *Secre*

PRELIMINARY ACADEMIC EXAMINATION

Of \_\_\_\_\_ Academy,  
Held \_\_\_\_\_ 186 .

CERTIFICATE OF THE EXAMINING COMMITTEE.

The undersigned, appointed by the trustees of \_\_\_\_\_, a committee to attend an examination of students for the academic class in said institution, as required by the ordinance, chapter 4, of the Regents' *Manual*, pp. 60-62, and the circular of October 25, 1867, do hereby certify that at least one of their number attended the examination, on each subject, held on the days above named, that they have examined the written answers of the pupils, and that the following is a summary of the results:

|  | Arith. | Geog. | Gram. | Spelling. |
|--|--------|-------|-------|-----------|
| 1. Number admitted to the said examination in each branch . . . . .  |        |       |       |           |
| 2. Number who passed in each branch, at said examination . . . . .   |        |       |       |           |
| 3. Number hereby certified to have passed in some studies at a previous examination, and included under next head (4). |        |       |       |           |
| 4. Number now entitled to receive certificates from the Regents . . . . .  |        |       |       |           |

The committee further certify, that the examination was conducted in all respects as directed by the *Manual*, the circular above referred to, and the directions printed on the envelopes containing the questions; that all the papers containing the required number of correct answers, including those drawn by lot and herewith forwarded, are as they were originally written during the respective sessions of the examination, by the students whose names are endorsed on them, without addition, alteration, or assistance from any source; and that the following is a true list of the names, ages and residences of the scholars entitled to the said certificate, and of those not yet entitled to certificates, but

who passed in one or more branches at the said examination, together with the number of questions on each subject correctly answered by them respectively in the branches in which they passed.

All of which is hereby certified this \_\_\_\_\_ day of \_\_\_\_\_, 186 .

*Attest,*

\_\_\_\_\_

*Principal,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

} *Com-  
mittee.*

☞ Let the above certificate and the accompanying blank for the list of students be filled and forwarded, without unnecessary delay, to the Secretary of the Board of Regents, together with the sets of written papers as required by the circular of instructions dated October 25, 1867.



The form of certificate issued by the Regents to those who pass the examination, is as follows :

## UNIVERSITY OF THE STATE OF NEW YORK.

BY THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK :

*Whereas*, The Committee of Examination and the Principal of

---

have certified to the Regents of the University that at an examination held by their appointment, the      and      days of 186 ,      was found to have attained the proficiency required by their Ordinance, for admission to the Academic Class ;

Now therefore, Be it known, that the aforesaid

---

has been registered in the Office of the said Regents of the University as an

ACADEMIC SCHOLAR,

and that all Academies and Institutions of learning in this State, subject to their visitation, are authorized to receive h      , as such, without further examination.

In Witness whereof, the said Regents have caused the names of their Chancellor and Secretary to be hereto affixed, at the City of Albany, this      day of      in the year one thousand eight hundred and sixty      .

---

*Chancellor of the University.*

---

*Secretary.*

No.

The names of the Regents of the University, and the name of the Academy at which the examination was passed, are endorsed in print ; also the local number of the certificate, and the counter-signature of the Principal. The number on the face of the certifi

ite is the total at the time, of all the certificates issued by the agents.

The character of the questions prescribed by the Regents, is shown by the following selections, which include one set, from free in each branch, used during the academic year 1866-7 :

## EXERCISE IN SPELLING.

NOVEMBER 7TH, 1866.

[Each italicised word in the following sentences is to be written by each pupil. Let the principal read the sentence and then distinctly and properly pronounce each italicised word (with its prefixed number), allowing sufficient time for writing it before the next word is pronounced.

Let the number of errors of each pupil of the entire class be ascertained and endorsed on a paper, and the same proportion of these as of the other papers be sent to the Regents. Any form of a word approved by either Webster or Worcester, may be accepted as correct.]

I. The (1) *lesson* will (2) *begin* at the (3) *beginning* of the (4) *treatise*.

II. (5) *Sets* of (6) *apparatus* are (7) *necessary* for the (8) *illustration* of the (9) *physical* (10) *sciences*.

III. On the (11) *eighth* of (12) *February*, a (13) *Connecticut* (14) *peddler* (15) *wearing* a (16) *suit* of (17) *gray* (18) *clothing*, (19) *displayed* his (20) *wares* in an (21) *avenue* of (22) *Cincinnati*.

IV. The (23) *plane* of the (24) *horizon* is (25) *horizontal*.

V. (26) *Joseph's* (27) *brethren* sold him to the (28) *Israelites*.

VI. The (29) *oak* is a (30) *symbol* of strength: the vine, of (31) *dependence*: the (32) *cypress*, of (33) *sorrow*: the elm, of (34) *elegance*: the (35) *fir*, of (36) *symmetry*; and, as an evergreen, of (37) *immortality*.

VII. (38) *Fur* is warm but costly (39) *apparel*.

VIII. The (40) *Missouri* river empties into the (41) *Mississippi*.

IX. Strike the loud (42) *cymbal*.

X. The (43) *judge* of the supreme court (44) *affirmed* the (45) *judgment* of the lower (46) *tribunal*.

XI. (47) *Ladies* and (48) *gentlemen*, the (49) *programme* will open with a (50) *quartette* and (51) *chorus*.

XII. A (52) *council* of war was called, and the general (53) *counseled* with the (54) *colonels* and (55) *civilians* present.

XIII. "He looked and saw a (56) *spacious* (57) *plain*, whereon  
Were tents of various (58) *hue*; by some were (59) *herds*  
Of (60) *cattle* (61) *grazing*; others whence the sound  
Of (62) *instruments* that made (63) *melodious* (64) *chime*."

XIV. Hiram had (65) *hewers* of wood.

XV. None are (66) *too* young to (67) *try*.

XVI. (68) *Matthew* (69) *tries* to learn.

XVII. The (70) *czar* (71) *supported* his (72) *pretensions*.

XVIII. (73) *Scholar*, (74) *soldier*, (75) *surgeon*, (76) *sergeant*, (77) *sheriff* and (78) *sovereign*, all begin with *s*.

XIX. (79) *Binghamton* is in (80) *Broome* county; (81) *Syracuse* in (82) *Onondaga*.

XX. (83) *Reading*, (84) *Spelling*, (85) *Writing*, (86) *Arithmetic*, (87) *Grammar* and (88) *Geography*, are very important branches of (89) *education*.

XXI. James and (90) *two* other boys were (91) *there*.

XXII. The (92) *schooner* was lost at (93) *sea*, (94) *off* Cape (95) *St. Roque*.

XXIII. (96) *Their* eyes (97) *see* clearly.

XXIV. "From (98) *scenes* like these old Scotia's (99) *grandeur* springs."

XXV. "Vanity of (101) *vanities* saith the Preacher."

## GEOGRAPHY.

NOVEMBER 7TH, 1866.

1. Mention the grand divisions of the earth, and state within which hemispheres (northern or southern, and eastern or western) each is principally included.

2. Give a similar statement in relation to the several oceans.

3. Describe the *equator*, the *tropics* and the *polar circles*.

4. Define *latitude* and *longitude*.

5. Name the several *zones*, and state within or between what circles each is included.

6. Illustrate the relative positions of the equator, tropics, polar circles, and zones, by a small circular diagram, similar to an outline map of a hemisphere.

7. Mention the three largest islands of the globe (excepting the so-called continents), in the order of their size.

8. What *bay* and *strait* separate British America from Greenland?

9. What parallel of latitude forms the northern boundary of the United States from the Lake of the Woods to the Gulf of Georgia?

10. What is the capital of Canada, and how is it situated?

11. What strait connects Lake Huron with Lake Michigan?
12. What is the capital of California?
13. What river forms part of the boundary between New York and Pennsylvania?
14. Name and describe the largest river within the State of Virginia.
15. Which are the three largest of the West India Islands?
16. Where and what is Terra del Fuego?
17. Mention the countries comprised in the British Isles.
18. What strait separates Spain from Africa?
19. What mountains between Norway and Sweden?
20. What large river of Russia empties into the Black Sea?
21. What mountains form the boundary line between China and Hindoostan?
22. Where is the empire of Japan, and of what does it consist?
23. Is the greater part of Africa north or south of the equator? Represent the shape of Africa by a small outline map, and draw a line across it to correspond to the position of the equator.
24. Where is the island of St. Helena? (Nearest which grand division, in what ocean, and hemispheres, and in about what latitude and longitude?)

## ARITHMETIC.

MARCH 1ST, 1867.

(MORNING SESSION.)

1. Express in words the number 42567000129301.
2. Multiply five hundred and forty thousand six hundred and nine by seventeen hundred and fifty.
3. Give the rule for reduction descending.
4. How many steps of two and one-half feet each, would a man make in walking a mile.
5. How is a whole number reduced to a fraction of the same value, having a given denominator?
6. What is the value of  $\frac{3}{8}$  of  $\frac{2}{3}$  of  $\frac{1}{4}$  of  $\frac{1}{2}$  when reduced to a simple fraction of the lowest terms?
7. Give the rule for reducing several fractions to equivalent fractions having the least common denominator.
8. Add  $3\frac{2}{3}$  to  $4\frac{1}{8}$ .
9. Write in figures, two and six hundred-millionths.



10. Reduce  $\frac{1375}{8886}$  to a decimal.
11. Multiply seven thousand and five, by three hundred, and five millionths.
12. Divide 126.45 by 493.256.
13. The ratio of two numbers is 9, and the antecedent 90; what is the consequent?
14. Find the value of the missing term in the following proportion:  $\$4 : (?) :: 9 : 16$ .

## ARITHMETIC.

MARCH 1ST, 1867.

(AFTERNOON SESSION.)

15. If 56 lbs. of butter cost \$15.60, what will .078 of a ton cost?
16. If 96 horses eat 192 tons of hay in one winter, how many tons will 150 horses eat in 6 winters?
17. In 1 yr. 4 mo. \$311.50 amounted to \$336.42 at simple interest; what was the rate per cent?
18. What is the interest of \$14,231.50 from June 29, 1860, to April 30, 1865, at  $8\frac{1}{4}$  per cent?
19. Three notes are payable as follows: one for \$200, January 1, 1866; another for \$350, due Sept. 1, 1866; a third for \$500, due April 1, 1867; what is the average of maturity, or the equated time of payment?
20. How much will it cost to carpet a parlor 18 feet square, with carpeting  $\frac{3}{4}$  yd. wide, at \$1.50 per yard.
21. The difference in the local time of two places is 2h. 18m 35s.: what is the difference in longitude?
22. 33 is  $2\frac{3}{4}$  per cent of what number?
23. What is the length of each side of a square field which contains five acres?
24. A note for \$470.66 drawn at 60 days, is discounted at bank at 6 per cent; what are the proceeds?

The necessary computations are to be given by each pupil, as well as the answers.

## GRAMMAR.

JUNE 13TH, 1867.

(FIRST SESSION.)

## EXERCISE.

- (1) "God made the country and man made the town.
- (2) What wonder then that health and virtue, gifts
- (3) That can alone make sweet the bitter draught
- (4) That life holds out to all, should most abound
- (5) And least be threatened in the fields and groves?
- (6) Possess ye, therefore, ye who, borne about
- (7) In chariots and sedans, know no fatigue
- (8) But that of idleness, and taste no scenes
- (9) But such as art contrives, possess ye still
- (10) Your element; there only can ye shine."

(COWPER'S TASK.)

## QUESTIONS.

1. How many letters in the first line of the above exercise are *vowels*?
2. Write the words in the first five lines which contain *diphthongs*, enclosing each diphthong in a parenthesis.
3. Which words in the sixth line are *dissyllables*?
4. Write the words in the exercise which are *trisyllables*, and mark the accented syllable in each.
5. Which line contains no *noun*?
6. What part or parts of speech (or classes of words) are not contained in the above exercise?
7. What *irregular verbs* occur in the exercise?
8. What *passive participle* (used only as such)?
9. What *verbs* in the exercise are in the *indicative mood*?
10. What *verbs* in the *potential mood*?
11. What *verbs* in the *imperative mood*?
12. What *adjectives* occur in the exercise?
13. What *personal pronouns*?
14. What *relative pronouns*?

Pupils who have sufficient time, are requested to arrange all other words in the above exercise into columns, according to the parts of speech (or classes of words) to which they belong: also to state how many, and what kind or kinds of feet are used in each line.

Accuracy in either of these items may be counted as one correct answer.

## GRAMMAR.

JUNE 13TH, 1867.

(SECOND SESSION.)

15. In the sentence,

“God made the country and man made the town,”

what words, phrases or clauses does “*and*” connect?16. What is the *leading subject* of the following sentence:

- (1) What wonder then that health and virtue, gifts
- (2) That can alone make sweet the bitter draughts
- (3) That life holds out to all, should most abound
- (4) And least be threatened in the fields and groves?”

17. What is the *predicate* of the same sentence?18. Parse “*that*” in the first line.19. Parse “*that*” in the second line.20. Parse “*that*” in third line.21. Parse “*health*” and “*virtue*,” and the *verbs* of which they are the joint subject.22. Parse “*wonder*” in the first line.23. Parse “*gifts*” in the first line.24. Parse “*sweet*” in the second line.

Pupils who have time, will please give an analysis of the above sentence, “*What wonder then*,” &c., according to any familiar system; with *one credit* for accuracy in this particular.

[For results of the several examinations held during the year 1866–7, see Appendix to Schedule No. 3, pp. 310–315 ]

## THE UNIVERSITY CONVOCAATION OF THE STATE OF NEW YORK.

MINUTES OF THE FOURTH ANNIVERSARY, AUGUST 6, 7 AND 8, 1867.

The sessions of the Fourth Anniversary of the University Convocation of the State of New York were held at the lecture room of the State Agricultural Society, in the city of Albany (the Assembly chamber of the Capitol being occupied by the Constitutional Convention), commencing on Tuesday, August 6th, 1867, at ten and one-half o'clock A. M., and closing on Thursday, August 8th, at twelve o'clock M.

The Convocation was called to order by Chancellor Pruyn, President *ex-officio*.

Rev. Regent Luckey led the Convocation in the use of the Lord's Prayer.

The Chancellor addressed the Convocation as follows :

GENTLEMEN: We meet under circumstances of much interest. The cause of education during the past year has made large advances, not only in our own State, but also in every part of the country. Notwithstanding the depressed condition of the South-

States, many of their institutions of learning have been re-opened, and commendable efforts have been made in various directions in elevating education. In other parts of the Union, much has been done to strengthen the colleges and academies, and liberal additions made to the already large endowments of Harvard and Yale, show the high regard entertained for these old and honored institutions.

In our own State, in addition to the liberal aid extended to many of our institutions of education by individuals and by local authorities, provision has been made for founding four additional Normal Schools—one at Fredonia, one at Brockport, one at Cortlandville and one at Potsdam. At each of these places, about twenty thousand dollars have been contributed by the citizens or local authorities in aid of the projected institutions.

By an act of the last Legislature, the common schools of the State have been made free, and the means of education are thus placed within the reach of all without money and without price.

The Convention for revising the Constitution of our State is now holding its sessions in this city. Among its standing committees is one on "Education," of which Mr. Curtis, a member of the Board of Regents, is chairman, and Mr. Clinton, another member of the Board, is also one of its number. What this committee intend to recommend in regard to educational matters, I am not informed, and, indeed, I believe that as yet they have not reached any conclusion. They will, I presume, confine their action chiefly to the establishment of important principles and of proper safeguards, leaving it to the Legislature to provide details.

There is much work before the Convocation, and I feel that I must be brief. On behalf of the Regents of the University, I welcome you very cordially on this occasion, and hope that the proceedings of the Convocation will be of permanent benefit to the cause we have at heart—that of the education of the people.

The Executive Committee appointed by the Chancellor at the last Convocation and having in charge the general preliminary arrangements, consists of Professor Upson, of Hamilton College; Professor Perkins, of Union College; Professor French, late of the State Normal School; Principals Clark, of Canandaigua Academy; Crittenden, of Packer Collegiate Institute; Wells, of Peckskill Academy; and Steele, of Elmira Academy.

Professor Upson, in behalf of the Executive Committee, reported the following order of exercises, and recommended its adoption:

#### ORDER OF EXERCISES.

Sessions (except the first), 9 A. M. to 1 P. M.; 3½ to 5½ P. M.; 8 P. M.

Joint Sessions, morning and evening; Sectional Sessions, each afternoon.

#### *Tuesday, August 6.*

10½ A. M. Opening of the Convocation, Preliminary Report of the Executive Committee and Miscellaneous Business.

11½ A. M. The Nature and Method of teaching Mathematics, by Professor WM. D. WILSON, of *Hobart College*.

12½ P. M. The Modern Languages, by Professor ADOLPH WERNER, of the *College of the City of New York*.

1 P. M. *Recess.*

3½ P. M. What further action is desirable in relation to the Decimal System of Weights and Measures? by Professor J. B. THOMSON, of *New York*.

*College Section.*

- 1 P. M. "Report on the advisableness of having the entrance examination to college conducted in whole or in part by a special board of Examiners to be appointed by the Regents," by President JOHN W. LINDSAY, of *Genesee College*, Chairman of Committee.

*Academy Section.*

- 3½ P. M. Report on "A Suitable course of study and appropriate testimonials for females in the higher institutions of the State," by Regent ERASTUS C. BENEDICT, Chairman of Committee.
- 5 P. M. A Uniform Course of Study for Academies, by Professor CHARLES S. HALSEY, of *Canandaigua Academy*.

- 5 ½ P. M. *Recess.*

- 3 P. M. Hon. HENRY BARNARD, U. S. Commissioner of Education, is expected to address the Convocation.

The report of the committee was accepted and adopted as the order of business for the day,

Secretary Woolworth moved the appointment, by the Chair, of a special committee to prepare a suitable memorial of several recent members of the Convocation, whose decease has occurred during the past year. The motion was unanimously adopted.

Acting President William D. Wilson, of Hobart College, read a paper on "The Nature and Method of Teaching Mathematics" (Vice-Chancellor Verplanck in the chair.) By request, the "differential equation of free will" alluded to in the paper, was subsequently placed upon the blackboard.

Regent Wetmore suggested the importance of utilizing, as far as possible, the subject matter of the papers read, by oral discussions, and the consequent need of regarding the usual limit of time assigned to written papers, which, on some previous occasions, has been disregarded.

The subject of the paper was discussed by Principals Clark, of *Canandaigua Academy*; Snook, of *Monticello Academy*; Wilson, of *Newark Union Free School*; Professors Perkins, of *Union College*; J. B. Thomson, of *New York City*, and Haytt, of *Rutgers Female College*.

At the assigned place in the order of exercises, Professor Adolph Werner, of the College of the City of New York, addressed the Convocation on the subject of "The Modern Languages."

This subject was further discussed by Rev. Regent Luckey; Principal Wilson; Professor Hyatt; Principal Whipple, of Lansingburgh Academy; and Vice-Chancellor Verplanck.

The Convocation then took a recess until 3½ P. M.

*Afternoon Session—3½ o'clock.*

The Convocation was called to order by the Vice-Chancellor.

Regent Wetmore offered the following resolution, which was adopted by rising:

IN CONVOCATION of the Trustees and Faculties of the Colleges and Academies of the State of New York.

ALBANY, August 6, 1867.

*Resolved*, That the members in attendance on the State Constitutional Convention, now in session at this city, be respectfully invited to attend and take part in the proceedings of this Convocation, held under the invitation of the Regents of the University of the State of New York.

*Resolved*, That the preceding resolution, authenticated by the officers of the Convocation, be presented to the President of the State Constitutional Convention.

The following report of the special committee appointed by the Chancellor at the last Convocation, in pursuance of a resolution adopted by the Convocation of 1865, on "A suitable course of study and appropriate testimonials for females in the higher institutions of the State," was read, in behalf of the committee by Principal J. C. Gallup, of the Female Department of the Clinton Grammar School (Houghton Seminary) as follows:

The committee appointed upon the subject of a suitable course of study and appropriate testimonials for females in the higher institutions of the State, would respectfully submit the following as the result of their deliberations:

While comparatively slight diversity of sentiment prevails among educators upon what is deemed a full course of study for young men, or the gradating steps by which it is to be attained, there seems to be a crude and as yet unsettled state of opinion upon the whole question when applied to the training of young women; and yet no attentive observer of the progress of society can fail to see that this, and questions kindred to it, are rapidly forcing their way upon public attention.

We are not blind to the fact that there seems to be an increase in the number of those who would demolish all distinctions, political, educational and social between the sexes, ignoring alike the providence of God and the common sense of mankind. These would throw open the doors of our colleges, medical and law schools to women, and have their various classes filled indiscriminately with students of both sexes. The furtherance of these views your committee do not understand to be any part of their duty, but rather to present to the Convocation a system or course of study upon which, if possible, all the institutions of a higher grade engaged exclusively in the education of young women can be induced to unite, appropriating to each year of the course its own especial branches of study, in order that a young lady passing from one institution to another may find herself still in the same class or stage of progress in which she would have been had she remained in the school originally entered: whereas, in the present chaotic state of things there seems to be no uniformity whatever in this particular. This object once attained, there will be but little difficulty in determining what and how much a diploma or degree conferred by an institution of this character represents.

Your committee find this task at once delicate, complicated and difficult of attainment, because, chiefly, of the numerous adjuncts, to what for the other sex is called a complete course of study, which are necessary in female culture. And yet, while these cannot be ignored, the degree of attention devoted to them, must, to a large extent, be determined by the means, taste, capacity and purposes of individual students. We base our report upon the position that the sphere of woman does not cover or embrace the entire field of human activities and obligations, but that her mental organization, her tastes and her destiny are peculiar to herself, and that she therefore requires a curriculum of study adapted to these peculiarities.

Upon examining and comparing the courses adopted by the Troy, Vassar, Elmira, Houghton, Canandaigua and Ingham institutions, we find not only a wide diversity of sentiment indicated as to what studies shall be considered as best adapted to the different years and terms, but we also find that some of these embrace nearly twice as much as others in the course marked out. Your committee are of the opinion that danger arises from an attempt to crowd too much mental labor into a given space of time, thereby sacrificing thoroughness to variety. We believe that the necessity now pressing most seriously upon the class of institutions under consideration is that of thoroughness and uniformity. We find that while about one thousand students annually resort to the above named institutions, less than two score complete the prescribed course and graduate from them; the result of which is an extreme difficulty in finding ladies satisfactorily qualified for



the position of preceptress of an academy or instructor in the higher grade of female seminaries. Multitudes know something of mathematics, natural sciences, French and *belle-lettres*, and imagine themselves, and are recommended by their friends, to be qualified to instruct in these branches, who, upon trial, prove utterly deficient. We believe that while one and perhaps the chief cause of this state of things is to be found in the want of a more correct and well defined public sentiment upon this subject, not a little responsibility rests with the institutions themselves.

They would therefore recommend the adoption of the following curriculum by all the female seminaries of a higher grade in the State, it being assumed that a thorough knowledge has been attained of elementary branches, including Reading, Spelling, Writing, Arithmetic, Grammar, Geography, U. S. History, Latin Grammar and Reader, Cæsar, or an equivalent, and Elementary Algebra, before entering; these branches to be taken up in the order in which they are named in this report :

#### *First Year.*

University Algebra, Gramatical Analysis, Sallust, Ancient History, Physical Geography, Physiology and Hygiène, Virgil, Modern History, Bible and Exercises in Composition, with Elocution throughout the year.

#### *Second Year.*

Geometry, Virgil, Natural Philosophy, Chemistry, Trigonometry, Rhetoric; Cicero, Botany, Bible and Exercises in Composition throughout the year.

#### *Third Year.*

German History, Livy, Evidences of Christianity. Political Economy or Science of Government, Mathematical Astronomy, Select Odes and Satires of Horace, Geology, English and American Literature, Bible and Composition throughout the year.

#### *Fourth Year.*

Natural Theology, Moral Science, Elements of Criticism, Critical Reading of Standard Poets, Philosophy of History, Metaphysics, Logic, History of Literature, Butler's Analogy, and Essays throughout the year.

In the foregoing it will be at once seen that neither the Modern Languages nor the arts of Painting and Music are incorporated, not, however, understood that these are to be ignored as essentials. On the contrary, they are deemed of great importance and should be freely distributed throughout the course;

this is judiciously done, instead of proving a hindrance to progress in other branches, they may be relied upon as most valuable aids, by unbending the mind and serving as recreations. And in many cases it may be thought expedient to require less of Latin, and substitute for it the French, German and Italian languages. Physiology is placed early in the course, because, first, it is believed that young ladies cannot too soon become familiar with their physical structure and the laws of health; and second, because many may not prosecute the full course, and it is desirable that all shall possess a knowledge so essential to their future welfare.

It will also be observed that we recommend the study of the Bible throughout the entire course. This is done inasmuch as we believe a knowledge of the Scriptures an essential part of the education of every woman. Not that we would have women theologians in a sectarian or controversial sense, but that in her family, in the Sabbath school, and in all her intercourse with the young she may be able to exert that moral influence for which, in the Providence of God, she is so eminently designed.

The committee recommend that a course of study such as is here presented be adopted by the Regents, with such modifications as to them may seem necessary, as the collegiate course for young women; and that all academies which shall adopt and pursue such course in good faith be known as the Regents' Academies for Young Women; and that the graduates of such academies who, on public final examination, shall be certified to have satisfactorily completed such course, shall be entitled to receive a diploma as Regents' Graduates in Art; and that a uniform certificate be prepared by the Regents for all such seminaries, and be signed by the proper academic authorities of such academies respectively, and by the Chancellor and Secretary of the Regents, it being understood that the Regents shall be notified of the time and place of such final examination, and shall have the right to be represented at the same by a committee of the Regents.

(Signed) ERASTUS C. BENEDICT, *Chairman.*

Regent Benedict, as chairman of the committee submitting the report, made some statements in exposition of the views therein presented, and alluded to a very valuable letter on the same subject which had been received by a member of the committee from Miss M. E. Thalheimer, of Packer Collegiate Institute, and which he regarded as worthy of publication.

On motion of Principal Graves, of Oneida Conference Seminary, it was directed that a copy of this letter be solicited for publication in connection with the proceedings of this Convocation.

The subject-matter of the report was further discussed by Secretary Woolworth; President Hickok, of Union College; Principal

Graves, of Oneida Conference Seminary; Chancellor Ferris, of the University of the City of New York; and President Raymond, of Vassar College.

On motion of Mr. Regent Wetmore, it was unanimously

*Resolved*, That the report of the committee be accepted, the committee discharged, the report printed, and the further consideration postponed until the next Convocation.

Secretary Woolworth stated that the chairman of the special committee appointed by the last Convocation to report on this subject (Professor Davies) being unable to be present on this occasion, Professor J. B. Thomson, of New York, has consented to read a paper on the same subject.

Professor J. B. Thomson then read a paper on "The Decimal System of Weights and Measures."

After the reading of Professor Thomson's paper, Secretary Woolworth submitted the following resolution:

*Resolved*, That this Convocation, in view of the advantages of the *metric system* of weights and measures, recommend its introduction as a branch of study in all our public schools and academies at the earliest day practicable.

Discussion ensued, in which the following persons took part: Regent Perkins, Professor Perkins, of Union College; Principal McVicar, of the Brockport Normal School; Principal Clarke, of Canandaigua Academy; and Professor Murray, of Rutgers (N.J.) College.

The pending resolution was then adopted, and the Convocation took a recess until 8 o'clock P. M.

#### *Evening Session—8 o'clock.*

In the absence of Hon. Henry Barnard, U. S. Commissioner of Education, who had been expected to address the Convocation at this time. Professor Benjamin N. Martin, of the University of the City of New York, read a paper entitled "The Classics in Education."

The views of the paper having been very earnestly commended by Regents Wetmore and Benedict, Professor Perkins, of Union College, and Secretary Woolworth, on motion of Regent Wetmore, it was unanimously

*Resolved*, That the thanks of the Convocation are eminently due to Professor Martin for this delightful paper, and that he be requested to furnish a copy for immediate publication in separate form, to be distributed to the various institutions subject to the visitation of the Regents.

The Chancellor announced the order of exercises for the second day (Wednesday), as proposed by the Executive Committee.

The Convocation then adjourned to Wednesday morning at 9 o'clock.

## SECOND DAY.

### *Morning Session—9 o'clock.*

The Convocation assembled at 9 o'clock A. M., Regent Wetmore in the Chair.

The usual devotional exercises were led by Rev. Chancellor Ferris, of the University of the City of New York.

Professor Upson, in behalf of the Executive Committee, reported the following order of exercises for the day, which was adopted :

### ORDER OF EXERCISES.

#### *Wednesday, August 7.*

- 9 A. M. Opening of the Convocation, Preliminary Report of the Executive Committee, and Miscellaneous Business.
- 9½ A. M. The Study of Philosophy, by Professor LOUIS JOUIN, of *St. John's College*.
- 10½ A. M. Report on "Voluntary Endowments of Academies," by Chancellor PRUYN.

#### *College Section.*

- 11½ A. M. "Report on the advisableness of having the entrance examination to college conducted in whole or in part by a special board of Examiners to be appointed by the Regents," by President JOHN W. LINDSAY, of *Genesee College*. Chairman of Committee.

#### *Academy Section.*

- 11½ A. M. A Uniform Course of Study for Academies, by Professor CHARLES S. HALSEY, of *Canandaigua Academy*.
- 12½ P. M. The desirableness of greater uniformity in the arrangement of Academic terms and vacations. (Discussion.)

1 P. M.

#### *Recess.*

- 3½ P. M. The Study of Mathematics, by Professor GERARDUS B. DOCHARTY, of the *College of the City of New York*.

4½ P. M. Educational Economy, by Professor DAVID MURRAY, of  
*Rutgers College, N. J.*

5 P. M. Literary Exercises in Academies, by Principal SAMUEL  
J. LOVE, of *Jamestown Academy.*

5½ P. M. *Recess.*

8 P. M. Hon. HENRY BARNARD, U. S. Commissioner of Education,  
is expected to address the Convocation.

The Chancellor invited the Convocation to meet the members of the Constitutional Convention at his residence after the close of the evening session.

Professor Louis Jouin, of St. John's College, read a paper entitled "The Study of Philosophy."

The subject of the paper was discussed until the time for the next order of business by Professor Martin, Regents Wetmore and Benedict, and Principal Whipple.

A report in part on "Voluntary Endowments of Academies," prepared at the request of the Executive Committee, was presented by the Chancellor.

Secretary Woolworth, Chancellor Ferris (by request of the chair), Rev. Regent Luckey, Superintendent Rice and Professor Upson severally took part in the discussion of the subject of the Chancellor's paper.

Regent Benedict offered the following resolution:

*Resolved*, That the University Convocation respectfully recommend to the Convention now in session and to the State Legislature to adopt some safe system by which the State will accept, as trustee, donations which may be made for the benefit of public education in particular educational institutions, the State to retain the fund and pay the income thereof according to the terms of the trust, forever.

The mover spoke in favor of the resolution and of "monumental benefactions."

The resolution was unanimously adopted, and ordered to be transmitted to the Convention and to the Legislature.

The following order was also taken on motion of Regent Wetmore:

1st. That the report be accepted as a report in part.

2d. That it be recommitted.

3d. That so much of the report as the Chancellor may deem proper be published as a part of the proceedings.

4th. That the Regents be requested to continue the same committee in charge of this subject.

*College Section—11½ o'clock.*

The College Section convened in an apartment of the State Normal School building, Rev. Regent Goodwin in the chair.

President John W. Lindsay, of Genesee College, in behalf of a special committee appointed in pursuance of a resolution of the Convocation, to consider "the advisability of having the entrance examination to college conducted either in whole or in part by a special board of examiners to be appointed by the Regents," read a report on this subject, which was discussed at length by Chancellor Ferris, Professor Upson, President Raymond, Professor Murray, Warden Fairbairn, Principal Mason (by invitation), Professor M. Perkins and President Lindsay.

On motion of Chancellor Ferris, the report was recommitted to the same committee.

The College Section then adjourned to meet to-morrow (Thursday) at 10 o'clock A. M.

*Academy Section—11½ o'clock.*

Professor C. S. Halsey, of Canandaigua Academy, read a paper entitled "A Course of Study for Academies (Rev. Regent Luckey in the chair.)"

The subject of this paper was discussed by Principal Benedict, of Rochester Free Academy; Professor Lambert, of New York; Principals Clarke, of Canandaigua Academy; Williams, of Ithaca Academy; and Vice-Chancellor Verplanck.

Secretary Woolworth stated the desirableness of greater uniformity in the arrangement of academic terms and vacations.

After some discussion of this subject, on which no formal action was taken, the Academy Section adjourned, to meet at such time as the Executive Committee may appoint.

The Convocation then took a recess until 3 o'clock P. M.

*Afternoon Session—3 o'clock.*

Professor Gerardus B. Docharty, of the College of the City of New York, read a paper on "The Study of Mathematics" (Vice-Chancellor Verplanck in the chair.)

The subject of the paper was discussed by Principal White, of Plaquemont Academy; Professor Briggs, of Falley Seminary; and Regent Perkins.

Professor David Murray, of Rutgers College, N. J., read a paper on "Educational Economy."

The subject of this paper was discussed by Chancellor Pruyn, and Principal Wilson, of Newark Union School.

On motion of Secretary Woolworth, the thanks of the Convocation were unanimously tendered to Professor Murray for his very able and interesting paper.

The Chancellor announced as the Committee on University Necrology, in pursuance of a resolution of yesterday, Secretary Woolworth, Professor Perkins, of Union College, and Principal Mason, of Albany Academy. This committee was authorized to perfect the several biographical sketches in course of preparation, for publication as part of the proceedings of the Convocation.

Principal Samuel J. Love, of Jamestown Union School, read a paper on "Literary Exercises in Academies."

This subject was discussed by Principal Snook, of Monticello Academy; Superintendent Rice; President Raymond; and Professor Upson.

The Executive Committee reported the proposed order of exercises for the third day (Thursday.)

Secretary Woolworth announced the arrival of the Hon. Henry Barnard, U. S. Commissioner of Education, and the subject of his proposed address at the evening session.

The Convocation then took a recess until 8 o'clock P. M.

### *Evening Session—8 o'clock.*

The chair (Regent Wetmore) announced that nineteen colleges of this State, three of other States, and sixty academies and high schools are represented in this Convocation by one hundred and twenty-five members of their respective Faculties.

The Hon. Henry Barnard, U. S. Commissioner of Education, was then introduced by the chair, with an allusion to the fact that he was formerly a pupil of Secretary Woolworth, who is equally honored by having educated such men, and by their grateful acknowledgment of heart-felt obligation.

Mr. Barnard addressed the Convocation at length in regard to the origin, plan and objects of the National Department of Education recently organized under the act of March 2, 1867.

On motion of Regent Benedict, the following resolution was unanimously adopted:



*Resolved*, That the members of the University Convocation of the State of New York hail with great satisfaction the provision recently made by Congress for the promotion of public education and the appointment of the present Commissioner of Education; and they hereby tender to the Hon. Henry Barnard, the said Commissioner, their cordial coöperation and aid in the performance of the duties of his office in the manner most in accordance with his desires and experience.

At the suggestion of the chair, it was

*Resolved*, That a committee of three be appointed to confer and coöperate with Mr. Barnard for the promotion of the interests of education.

The Chancellor, the Superintendent of Public Instruction and the Secretary of the Board of Regents, were appointed such committee.

The Convocation then adjourned to Thursday morning at 9 o'clock, and the members, according to invitation, repaired to the residence of Chancellor Pruyn.

### THIRD DAY.

#### *Morning Session—9 o'clock.*

The Convocation met at the appointed hour, Regent Wetmore in the chair.

The usual devotional exercises were led by Rev. Regent Goodwin.

The following order of exercises for this final session was reported by the Executive Committee and adopted.

#### ORDER OF EXERCISES.

##### *Thursday, August 8.*

9 A. M. Opening of the Convocation and Miscellaneous Business.

9½ A. M. The Study of Latin, without reference to proposed liberal or professional education, by Principal N. W. BENEDICT, of *Rochester Free Academy*.

10 A. M. The Great Pyramid, by Professor DARWIN G. EATON, of *Brooklyn*.

10½ A. M. *College Section.*

The relative time devoted to the various branches of the college course in the several colleges of this State, and in certain colleges of other States, by Assistant Secretary DANIEL J. PRATT, *Albany*.



Co-operation of Colleges of other States. (Discussion.)

Honorary Degrees. (Discussion.)

"The Military Roll of Honor" for the colleges. (Discussion.)

10½ A. M.

*Academy Section.*

The Regents' Examination. (Discussion.)

Normal Instruction in Academies, by Principal NOAH T. CLARKE, of *Canandaigua Academy*.

A Paper on Reading, by Principal ALDEN B. WHIPPLE, of *Lansingburgh Academy*.

12 M.

*Joint Session.*

Miscellaneous Business and Adjournment *sine die*.

Secretary Woolworth stated that applications have frequently been made at the office of the Regents for information in regard to the employment of teachers in academies, and that it has seemed advisable to open a register for such applications, with a view of placing trustees and teachers in communication with each other, as vacancies occur.

On motion of Regent Benedict, it was

*Resolved*, That this Convocation recommend that the Regents open a register for applications from trustees who wish to employ teachers and from teachers desiring situations; and that means be employed to place such parties in correspondence, it being understood that the Regents assume no further responsibility.

Principal N. W. Benedict, of the Rochester Free Academy, read a paper entitled "The Study of Latin, without reference to proposed Liberal or Professional Education."

Vice-Chancellor Verplanck made a few remarks upon the subject of the paper of Mr. Benedict, and spoke of the desirableness of greater uniformity than now prevails in regard to the pronunciation of the Latin language, recommending this as a topic for future consideration. He also moved a vote of thanks to Mr. Benedict for his able, interesting and useful paper, which was unanimously adopted.

On motion of Secretary Woolworth, Vice-Chancellor Verplanck was unanimously requested to prepare a paper on Latin Pronunciation, to be presented at the next Convocation.

The Chancellor made a statement in regard to the paper of Professor Thomson on the Metric System, which had been read as a

substitute for the report of the committee appointed at the last Convocation, and moved that the same committee be continued, which was agreed to.

Professor Darwin G. Eaton, of the Packer Collegiate Institute, read a paper on "The Great Pyramid," and illustrated the subject by diagrams.

On motion of Regent Wetmore, it was

*Resolved*, First, that a vote of thanks be tendered to Professor Eaton for the delightful manner in which he has presented this abstruse subject; second, that he be requested to furnish the paper and diagrams for publication; and third, that the same subject be recommitted to Professor Eaton for further elaboration and presentation at the next anniversary of the Convocation.

Professor Martin expressed his approval of the vote of thanks, but questioned the correctness of some of the views of the paper, and thought the Convocation should not commit itself as endorsing them.

The Chancellor announced the Executive Committee for the ensuing year, as follows: Presidents J. W. Lindsay, of Genesee College; W. D. Wilson, of Hobart College; and J. H. Raymond, of Vassar College; Principals J. C. Gallup, of Clinton Grammar School; W. Higley, of Auburn Academic High School; and A. B. Whipple, of Lansingburgh Academy; and Professor D. G. Eaton, of Packer Collegiate Institute.

On motion of Regent Goodwin, it was

*Resolved*, That a committee of seven be appointed by the Chancellor (of which the Chancellor shall be the chairman), to confer with the Committee on Education in the Constitutional Convention, relative to the interests of higher education in this State.

The committee was constituted as follows:

Messrs. Chancellor Pruyn; Regent Goodwin; Superintendent Rice; Chancellor Ferris, of the University of the City of New York; President White, of the Cornell University; Professor Upson, of Hamilton College; and Principal Clarke, of Canandaigua Academy.

The Convocation then resolved itself into College and Academy Sections.

*College Section—11 o'clock.*

The College Section entered upon the order of business, Regent Wetmore in the chair.

Assistant Secretary D. J. Pratt, in pursuance of a resolution of the last Convocation, submitted a report in part on "The relative

time devoted to the various branches of the college course in the several colleges of this State and in certain colleges of other States," and asked additional time to perfect the same, which was granted.

A committee was also appointed, consisting of Professors Martin and Upson, and Commissioner Barnard, to confer with the Assistant Secretary in regard to this subject.

Under the head of "Co-operation of Colleges of other States," Assistant Secretary Pratt stated what had been done to carry out a resolution on the subject adopted by the College Section at the last Convocation.

On motion of Professor Martin, it was

*Resolved*, That the Regents be requested to invite the attendance of representatives of colleges of other States at future anniversaries of the Convocation.

A discussion on the subject of "Honorary Degrees" being next in order, the importance of a reform in the mode of conferring such degrees was urged by the following persons, who were also appointed a committee to prepare a report on this subject for the next Convocation: President White, of the Cornell University; Professor Martin, of the University of the city of New York; Professor Gallup, of Madison University; Professor Upson, of Hamilton College; President Wilson, of Hobart College; and Warden Fairbairn, of St. Stephen's College.

The subject of "The Military Roll of Honor of the several Colleges of the State," which was referred, at the last Convocation, to the presidents of the colleges, was taken up, and after remarks by the Chair and others, Professors Upson and Martin, and Assistant Secretary Pratt, were appointed a special committee of correspondence to confer with the college presidents on this subject.

After remarks by the Chair, expressive of his high appreciation of the interest and utility of these deliberations, this College Section adjourned *sine die*.

#### *Academy Section—11 o'clock.*

The Academy Section proceeded to consider the subjects assigned in the order of exercises (Regent Perkins in the chair).

The discussion on the "Regents' Examination," was opened by Secretary Woolworth, and continued by Principals Hamilton, of Oswego; Benedict, of Rochester; Clark, of Canandaigua; Merrill, of Watertown; Steele, of Elmira; Dann, of Warsaw; More-

use, of Albion ; Flack, of Claverack ; Graves, of Cazenovia ;  
ase, of Gilbertsville ; Mason, of Albany; and Professor Briggs,  
Falley Seminary.

Without taking any formal action, the Academy Section ad-  
orned *sine die*.

*Joint Session—12 o'clock, M.*

Secretary Woolworth expressed his high gratification at the  
racter of the papers and proceedings of this anniversary of the  
nvocation.

Superintendent Rice invited all the members of the Convocation  
attend, as some of them are accustomed to do, the future anni-  
saries of the State Teachers' Association.

The papers assigned to the Academy Section of this morning,  
l which were not read for want of time, viz : that of Principal  
ah T. Clarke, of Canandaigua Academy, on "Normal Instruction  
Academies," and that of Principal Alden B. Whipple, of Lan-  
gburgh Academy, on "Reading," were directed to be published  
part of the Convocation proceedings.

The appointed hour of adjournment having arrived, the Chan-  
lor briefly addressed the Convocation, and declared the same  
journd to meet on the first Tuesday of August, 1868.

REGISTERED MEMBERS OF THE CONVOCATION OF 1867.

*Board of Regents.*

John V. L. Pruyn, LL.D., Chancellor ; Gulian C. Verplanck,  
LL.D., Vice-Chancellor ; Victor M. Rice, Superintendent of Pub-  
Instruction ; Prosper M. Wetmore, New York city ; Samuel  
ckey, D.D., Rochester ; Erastus C. Benedict, LL.D., New York  
y ; George W. Clinton, LL.D., Buffalo ; Isaac Parks, D.D.,  
hitehall ; George R. Perkins, LL. D., Utica ; William H. Good-  
n, D.D., Clifton Springs ; Samuel B. Woolworth, LL.D., Secre-  
y ; Daniel J. Pratt, Assistant Secretary.

*Colleges.*

Union College—President Laurens P. Hickok, LL.D.; Professor  
urice Perkins ; Professor William Wells.

Hamilton College—Professor Edward North ; Professor Anson  
Upson ; Professor Christian H. F. Peters, Ph. D.

Hobart College—Acting President William D. Wilson, D.D.

University of the City of New York—Chancellor Isaac Ferris, LL.D. ; Professor Benjamin N. Martin, S. T. D.

Madison University—Professor Ezra S. Gallup.

St. John's College—Professor Louis Jouin.

Genesee College—President John W. Lindsay, D.D.; Professor Wesley P. Codington.

University of Rochester—Professor Otis H. Robinson.

St. Lawrence University—Principal J. S. Lee.

Alfred University—President Jonathan Allen.

Ingham University—Professor William L. Parsons, D.D.

St. Stephen's College—Warden Rob't B. Fairbairn, D.D.; Tutor Arthur C. Kimber.

College of St. Francis Xavier—Professor Patrick F. Dealy.

Vassar College—President John H. Raymond, LL.D.

Cornell University—President Andrew D. White, LL.D.

College of the City of New York—Professor Gerardus B. Docharty, LL.D. ; Professor Adolph Werner ; Tutor Joseph H. Palmer ; Tutor Alfred G. Compton ; Trustee Richard L. Larremore.

Rutgers Female College—Professor James Hyatt.

Albany Medical College—Professor James H. Armsby ; Professor Jacob S. Mosher.

Long Island College Hospital—Professor Darwin G. Eaton.

State Normal School—President Joseph Alden, D.D.

Brockport Normal School — President Malcolm McVicar ; Professor Oliver Arey ; Professor James H. Hoose.

Rutgers College, N. J.—Professor David Murray.

University of Missouri—Professor Oren Root, Jr.

Iowa State University—President N. R. Leonard.

#### *New York State Teachers' Association.*

Ex-President J. B. Thomson, LL.D., New York city ; Corresponding Secretary James Cruikshank, LL.D. ; T. S. Lambert, Peekskill.

#### *Department of Public Instruction.*

Deputy Superintendent Samuel D. Barr ; Professor Michael P. Cavert.

#### *National Department of Education.*

Commissioner Henry Barnard, LL.D.; Washington, D. C.

*Academies.*

**Albany Academy**—Principal James Weir Mason.

**Albany Classical Institute**—Ex-Principal Charles H. Anthony.

**Albany Public Schools**—Commissioner William E. Whitbeck, 1st District; Principal George H. Benjamin.

**Albion Academy**—Principal O. Morehouse.

**Andes Collegiate Institute**—Principal James M. Smeallie.

**Antwerp Liberal Literary Institute**—Principal J. Winslow.

**Auburn Academic High School**—Principal Warren Higley.

**Baldwinsville Academy**—Ex-Principal L. H. Cheney.

**Bergen (N. J.) Heights Institute**—Principal Amos M. Kellogg.

**Brooklyn Public School, No. 14**—Principal Benjamin Edson.

**Canandaigua Academy**—Principal Noah T. Clark ; Professor Charles S. Halsey.

**Cary Collegiate Seminary**—Principal James R. Coe ; Assistant Charles W. Stickle.

**Claverack Academy and Hudson River Institute**—Assistant Robert C. Flack.

**Clinton Grammar School, Male Department**—Principal A. P. Kelsey.

**Clinton Grammar School, Female Department**—Principals John C. Gallup and Mrs. M. H. Gallup.

**Coxsackie Academy**—Principal Hugh R. Jolley.

**Delaware Literary Institute**—Principal George W. Jones.

**Elmira Academy**—Principal J. Dorman Steele.

**Elmwood Seminary (Glen's Falls)**—Principal Charles W. Bowen.

**Falley Seminary**—Assistant E. A. Briggs.

**Fort Edward Collegiate Institute**—Acting Principal James M. King.

**Genesee Wesleyan Seminary**—Principal S. R. Fuller, Assistants Henry L. Harter, T. B. Stowell.

**Genesee and Wyoming Seminary**—Ex-Principal James L. Bothwell.

**Gilbertsville Academy and Collegiate Institute**—Principal Jas. J. Pease.

**Hungerford Collegiate Institute**—Principal J. D. Houghton.

**Ithaca Academy**—Principal Samuel G. Williams.

**Jamestown Union School and Collegiate Institute**—Principal Samuel G. Love.

**Jonesville Academy**—Principal T. H. Kimpton.

**Keeseville Academy**—Ex-Principal C. R. Ballard.

- Knoxville Academy—Principal George H. Quay.  
 Lansingburgh Academy—Principal Alden B. Whipple.  
 Lowville Academy—Trustee Franklin B. Hough.  
 Macedon Academy—Principal Gardner Fuller.  
 Manlius Academy—Principal H. T. Hickok.  
 Mechanicville Academy—Principal C. C. Wetsell.  
 Monticello Academy—Principal F. G. Snook.  
 Munro Collegiate Institute—Principal T. K. Wright.  
 Newark Union Free School—Principal Jacob Wilson.  
 New Paltz Academy—Principal Jared Hasbrouck.  
 Norwich Academy—Assistant H. G. Burlingame.  
 Oneida Conference Seminary—Principal A. S. Graves ; Assist-  
 ants H. T. Fisk ; D. M. Brumagim.  
 Oswego High School—Principal E. J. Hamilton.  
 Peekskill Military Academy—Principal Albert Wells.  
 Pulaski Academy—Principal N. B. Smith.  
 Rochester Collegiate Institute—Principal L. R. Satterlee.  
 Rochester Free Academy—Principal N. W. Benedict.  
 Rochester Grammar School—Principal E. V. De Graff.  
 Saratoga Springs Union School—Principal J. N. Crocker.  
 Sauquoit Academy—Principal Aaron White.  
 Schenectady Union School—Superintendent E. A. Charlton.  
 South Brooklyn Select Academy—Principal A. T. Baldwin.  
 Spencertown Academy—Principal Isaac Fowler ; Ex-Principal  
 John P. Lansing.  
 Troy Academy—Principal T. Newton Willson.  
 Troy High School—Principal M. H. Martin.  
 Troy Public Schools—Superintendent E. Danforth ; Ex-Princi-  
 pal Wm. N. Barringer (Newark, N. J.)  
 Unadilla Academy—Principal S. E. Smith.  
 Union Hall Academy—Principal D. O. Quinby.  
 Walworth Academy (Brooklyn)—Principal John J. Anderson.  
 Warsaw Union School—Principal Charles H. Dann.  
 Watertown High School—Principal M. M. Merrill ; Trustee  
 Milton H. Merwin.  
 Wellsville Union School—Principal O. A. Blakeslee.  
 West Winfield Academy—Principal D. P. Blackstone.

### *Reporters.*

New York Times—M. W. Pasko. New York Tribune—William  
 H. Belden.



## THE STUDY OF MATHEMATICS.

BY GERARDUS B. DOCHARTY, LL.D.,

*Professor of Pure Mathematics, in the College of the City of New York.*

In this progressive age of young America, when children are raised to men and women without passing through the intermediate degrees of human life, it becomes a serious question to what extent, if any, shall that curriculum which time has consecrated, the wisdom of ages has sanctioned, and the experience of centuries has abundantly proved to be adequate to the task of educating the youth, be abridged, altered or modified to accommodate that restless, innovating spirit which now pervades the masses.

The mind of man, that immortal principle which, when thoroughly and liberally educated, makes him what he was intended to be—the lord of the earth—seldom educates itself. It needs early training. It requires constant and systematic discipline for many years, and the great problem is, of what nature shall that discipline be, in order to accomplish the object we are seeking: what studies shall the youth pursue, to what extent shall they be carried, and how much time shall be devoted to them, under the direction of competent instructors, before he is allowed to assume the rectorship of his own will and the control of his own actions?

Two systems are offered.

One (advocated with all the power of windy rhetoric by modern reformers,) in which the asperities of the route are smoothed down by skillful engineers, and the road macadamized so nicely that the student can travel it without fatigue, labor or difficulty of any kind. No slough of despond to wade through, no high hill to climb, no deep mine to delve in, no *pons asinorum* to pass over, can be found in this “royal road” to scholarship and fame. Along this delightful path the student has no abtruse mathematics to perplex him, no metaphysics to bewilder his mind, no ancient classics to mislead his judgment or deprave his taste with heathen ideas.

Such is the scheme of education which some philosophers are seeking to substitute in place of the old and well proved system



which was pursued by the ancients and which, since the restoration of letters, has been followed by the greatest masters of modern times.

The advocates of this new programme estimate an education solely and entirely in proportion to the amount of wealth which may accrue from its practical operation. With them every branch of study should be made to pay its own expenses. Say they: "Teach the rising generation practical science only; turn the old-fashioned, effete colleges upside down; abolish the Greek and Latin languages; the time spent in poring over these musty volumes is utterly lost! Away with the abstract mathematics; let the young men learn useful knowledge—such knowledge as they can take into the market and find a ready sale for."

These reformers have no idea that there is an intellectual pleasure in the *labor* which the study of an abstract branch of science evokes; that this labor is accompanied with enjoyments of the purest and highest kind; that it confers advantages upon the student which he can obtain in no other manner; that when employed in mathematics, it enlarges his faculties, increases the vigor and power of his mind, refines and elevates his desires, adorns and dignifies his whole character; that when laboring in the study of the exact sciences, the student's thoughts are withdrawn from everything that is mean or degrading, and turned to the noblest and worthiest of all objects—the veneration and practice of truth! The idea that these reformers have of intellectual labor is comprised entirely in that of cultivating the memory only. Be observant of everything that surrounds you and recollect it, is the essence of their system. This doctrine, however, does not belong exclusively to our own country. We learn from Mr. Dickens, that inimitable delineator of English character, that a certain Thomas Gradgrind of Stone Lodge held opinions very similar to those we have been describing; and, in fact, they may have been the germ from which this utilitarian idea has sprung. "What I want," said that eminent philosopher, "is facts; teach these boys and girls nothing but facts; facts alone are wanted in life. Plant nothing else, and root out everything else."

This Gradgrinding notion, in a modified form, extends more widely than the generality of instructors suppose. Some of the ablest editors of our daily papers are possessed of the idea, and are endeavoring to propagate it by means of the press. They are, no doubt, honest in their opinion. They have had constant inter-

course with men of all classes for several years, and have occasionally come in contact with individuals of strong minds and persevering energies; men, who by their own struggles have risen to place and power without having attained a collegiate education; and judging by these—and forgetting how earnestly and laborously they themselves had toiled in, their earlier days, to fit their minds for the battle of life,—have now come to the illogical conclusion, that a liberal education can be obtained by any person without that labor, thought and perseverance, which is so earnestly recommended by every faithful teacher. They little know of the many hours which these very men have spent in solitary and unaided study to make themselves what they have become. It is true that they were never matriculated in any college, and perhaps had but indifferent teaching, for a short time, in some rustic school-house, but the training which they subsequently imposed upon themselves must have been severe, and was, no doubt, the training best adapted to their minds.

But I must “on to my subject,” which is to give a few hints on the method of teaching and studying the mathematics; and to show the position which it holds in the old-fashioned course of studies—that course through which the foundation of a liberal education may safely be guaranteed.

The great pillars on which this superstructure rests are mathematics, intellectual philosophy and the ancient classics; while rhetoric, belles-lettres, history, natural science, the arts, logic and the principles of Christianity make up the beauty and grace which adorn and embellish the intellectual temple.

The term mathematics includes one of the most extensive as well as the most useful and labor-exacting departments which the human mind is called upon to study. That it is also one of the most difficult may, perhaps, be assumed as an axiom. And it is this very quality which gives it its pre-eminence in cultivating the intellectual powers. Labor is just as necessary for the healthful and vigorous growth of the faculties of the mind, as it is for that of the muscles of the body. We can no more dispense with it in the one case than we can in the other. But, that the science of mathematics is the most difficult of all branches is a proposition which can be demonstrated neither directly nor by *reductio ad absurdum*.

Every department undoubtedly has its difficult points and its abtruse passages; and in no branch of literature or science can distinction or eminence be arrived at without constant and persevering effort. But if there be one department which is distinguished more than any other by the simplicity and obviousness of its fundamental principles; by the irresistible evidence with which step after step in the demonstrations is taken; and the systematic progression by which stage after stage of the journey is completed, that subject is mathematics. In many other branches of education there is more or less of doubt or uncertainty. There are dark places into which the light of demonstration can never penetrate, and where we are compelled to theorize and conjecture; but in mathematics there are no such opaque passages and no uncertainties whatever. Here no *ignis fatuus* misleads the youth from the plain and beaten track; the road is clear and straight forward. His progress is continually under the unerring direction of truth, and it is the torch of truth which alone lights up the whole horizon. If the subject is difficult, the difficulty is not concealed but open before him, and all that is necessary to surmount it is patient thought and persevering application. Whatever, then, may be the troubles which the student in mathematics may have to encounter, he knows that they arise either from a want of skill in performing the analysis, or ability in interpreting the symbolical expressions with which he is engaged. It is exceedingly important, then, that the student be early taught to give every symbol and every equation its proper explanation. He will find but little difficulty in performing the elementary operations, for they are somewhat mechanical in their nature; but to interpret the results requires a knowledge of the subject on which he is engaged, and unless he can explain what he has done, he has not mastered it, and should proceed no further until that difficulty is surmounted.

Some appear to think that the only object of Algebra is to solve difficult problems, to obtain the roots of equations of the third and higher degrees, to discuss the Diophantine analysis, &c.; matters which of themselves, are of little value in the present state of scientific enquiry. They forget that Algebra is the most complete and comprehensive language in the world—a language which is universal—which is the key to the higher branches of science, and which will ultimately unfold the profoundest mysteries of nature. And consequently, regarding it in this inferior light, they

mit the better part of its character when they are training their pupils in this important branch of mathematics. To illustrate this assertion, I feel authorized to mention the following instance. It occurred in my recitation room, shortly after the Free Academy was founded. We had just commenced a new term, and a section of the introductory class was before me, charged to the muzzle with a lesson in Algebra. Among the number was a lad who could clear equations of fractions, transpose, reduce the similar terms and obtain the value of the unknown quantity, like any conjurer. Indeed, he had been considered the best scholar at the school from which he had passed to us; and from his deportment and self assurance, no doubt could exist that, in his own estimation, he knew as much of Algebra as his instructor did, if not a little more. I gave him the old problem, which happened to be his lesson for that day:

“A cistern containing sixty gallons, can be filled by three pipes; the first can fill it in one hour, the second in two hours and the third in three hours. In what time will the cistern be filled when all the pipes are open at once?”

I had barely finished reading the problem when he had it solved on the blackboard. I examined his work which stood thus :

Let  $x$  = the time.

$$\text{Then } x + \frac{x}{2} + \frac{x}{3} = 60$$

$$6x + 3x + 2x = 360$$

$$11x = 360$$

$$\therefore x = 32\frac{8}{11}$$

The following conversation then took place between us :

“What does  $x$ , the first term in your equation represent?”

“The time!”

“What does  $x$  divided by two indicate?”

“Half the time!”

“And  $x$  divided by three, what does that mean?”

“One-third of the time!”

“Where do you get the sixty?”

“That’s the sixty gallons!”

“The sign of *plus* between the terms in the first member, what does that indicate?”

“That the terms are added together!”

“And the sign between the two members, what does that show?”

“That the two members are equal to each other!”

At this moment the young man's patience was nearly exhausted. He had been severely tried and could scarcely conceal his disgust at the silly questions with which he had been annoyed. I paused for a few seconds in hopes that he might, by reflection, discover the object I was aiming at, and then remarked:

“You have a time, half of a time, and a third of a time added together, equal to sixty gallons; this measuring time by the gallon is something new to me, where did you learn it?”

The lesson which was given to him that day, although momentarily painful to his vanity, was, without doubt, one of the best lessons that he had ever received. It awakened thought, and led him to understand that every equation has an interpretation—that it is, in fact, the algebraic enunciation of some problem, and not merely a mathematical puzzle which he was required to disentangle by artificial rules.

On entering upon the study of the elements of geometry, the student should be informed that this science is strictly an abstract science; that however important and extensive its practical applications may be in the departments of surveying, architecture, engineering, &c., yet, for the present, he is to regard it as a purely intellectual study; that he will discover, when engaged in the mixed mathematics, that all practical operations are more or less imperfect; that there are imperfections of the sight, imperfections of the hand, and imperfections in the instruments which he will be called upon to use, but that the elements of geometry have no imperfections whatever; that the circles and squares and parallelograms therein discussed are perfect figures, such figures, in fact, as no human being has ever formed; that these geometrical forms exist only in the mind, and not in matter; that to aid him in his conceptions, he is allowed to draw the best representation of these perfect forms that he can; and that these imperfect pictures will suggest to him the figures and characteristics of those mental ones which he is unable practically to delineate.

He should also understand that the geometrical straight line is rigorously what it is defined to be—perfectly straight and perfectly breadthless—and consequently exists in the mind alone.

The hand cannot always perform what the mind may conceive; hence arises the necessity of postulates. We are asked to grant that certain things may be done, not because it is so easy to do them, but, on the contrary, that the performance is impossible.

What more simple operation can be *conceived* than that of drawing a straight line from one given point to another, yet what operation more impracticable *to be done!* For a geometrical line has only the abstraction, length; and length without breadth is impossible to be exhibited to the eye.

In like manner the student is to admit the truth of the several axioms, not because they are so easily to be proved, but simply and entirely from the fact that they are indemonstrable.

At his recitation, the student should not be permitted to finish his diagram before he begins the demonstration, but the construction and argument should proceed together; and no line should be drawn until it is absolutely wanted.

With these instructions, let him enter on his course. The task may be hard to him; the subject may, at first, be uninteresting; but, if he perseveres, he will be improved both intellectually and morally by the journey; he will be engaged in the study of demonstrable truth, which will excite and cultivate the best habits of his mind. Next to inspired truth, the truths of pure mathematics furnish the grandest materials on which the human mind can exercise its powers; and no one can be employed for any length of time in their contemplation, without becoming fascinated with their beauty.

Mental habits grow from seeds which are generally planted in youth. These habits become fixed by the trains of thought in which we indulge in early life. Hence the study of pure mathematics has an important influence in forming the moral as well as the intellectual character of the young. The man may forget every proposition in geometry which in his youthful days cost him so much labor and patient thought; he may not be able to recall the simplest deduction or the plainest corollary; still if the love of truth remains as a constant habit, he will have acquired a treasure more valuable than gold!

The reasoning faculty is cultivated by the study of the ancient geometry in a far better manner than by the study of any other branch of education in the whole curriculum, with one exception; that is the study of analytics.

Ardently as I am attached to the pure Euclidean geometry (and that attachment is founded on the consideration of its purely logical nature), I would recommend the student, while under instruction, to devote only six months to its pages. More than this would materially interfere with his successful progress in the



higher mathematics ; for the field is large, and the machinery with which he is to cultivate it and reap its fruits, should be the best adapted to the purpose. It would require no longer time than that I have mentioned, with proper effort of the mind, to learn and remember all the propositions in Legendre, and how each depends on those which precede it. Farther than this he need not advance.

Modern mathematicians have so far transcended all that the ancients ever accomplished, that in order to keep pace with them it becomes necessary for us to curtail the time heretofore bestowed upon the study of the old geometry and apply ourselves to that of the new.

Thoroughly to understand and retain in memory a system of analytical geometry requires persevering labor, unremitting industry and continued thought. Students sometimes fancy that they have a correct knowledge of this subject, when in reality they scarcely understand it. They are like the lad in my recitation room, of whom I have made honorable mention. They can combine their equations ; find the value of certain expressions ; substitute these in their proper places ; reduce and obtain the final result. This final result they can explain, from the fact, perhaps, that it is interpreted in their text-book. But they have not perceived that every step they have taken has a geometrical interpretation ; that the argument is complete in all its parts from the enunciation to the close, and that analytical reasoning and Euclidean demonstration are in many instances perfectly identical, except in the language employed in conveying them.

If the object of education were simply to enable a person to perform certain things with rapidity, without reference to mental discipline, I would unhesitatingly recommend the pupil to ignore the *method of limits* and pursue that of the *infinitesimal system*, in the study of the DIFFERENTIAL CALCULUS ; for the latter generally reaches the conclusions in a far less time than the former, and is, perhaps, more easily understood by the learner.

We cannot too earnestly recommend that every student in mathematics be required to interpret his symbols from the commencement to the close of his academic course. It will become a habit which will be of essential service to him through life. The comprehensive formulas of Lagrange in his *Analytical Mechanics* (a work which is based on the principle of virtual velocities, and is of a purely analytical character), include every particular problem

on that subject which may come under the investigation of the student, and therefore its solution is within his grasp, provided he has the requisite skill in analysis to make the proper transformations. But the ease with which these transformations may be accomplished by expert analysts renders it very important that the formulas of Lagrange be interpreted correctly.

In 1828 a controversy occurred among several of the most distinguished mathematicians of that time: "*And there were giants in those days.*" It arose from the solution of a problem on *investigating the vibrations of a rolling plate.*

Their results were obtained by the application of a formula of Lagrange—one making certain modifications in consequence of the transformed variables being connected by incomplete differential equations; another omitting to do this. Hence the discrepancy and the controversy which the problem engendered.

I have not the assurance to pronounce which of these gentlemen was right, for when such eminent doctors as they were, differed, it would be presumption for me to attempt a decision.

It has been asserted by some that the study of mathematics has a tendency to make men dogmatic and peculiar in their actions. No doubt the pursuit of any one branch of education, to the exclusion of all the others, will cause a person to assume some peculiarity of manner different from the rest of his species; whether that branch be the exact sciences, chemistry, history, or the ancient classics. The true theory is that man should be trained in all his intellectual powers; that mathematics should keep pace with belles-lettres; modern and ancient languages with metaphysics, etc., and that all these should be so read and so studied as to become part and parcel of our breathing thoughts; that when this system is thoroughly pursued, the result will be, not a one-sided individual, but a liberal scholar and a perfect man.

It is the one-sided individual who is apt to have his mind filled with crotchets. At one time he is engaged in "squaring the circle." To do this he sometimes adds to the length of the radius a definite quantity, which he tells us is the width of the circumference—a correction which all other mathematicians have erroneously omitted. Again: he assumes as an *axiom* that one-fourth of the circumference is equal to the length of its chord *plus* the versed sine of half the arc, which in ordinary language means that he guesses at one-quarter of the length and multiplies it by four.

One of these half-educated gentlemen, in the beginning of the



present century, discovered that the Principia of Newton was a stupendous fraud; and after having read De Saint Pierre's Studies of Nature, as he very modestly informs us, he was enabled to account for the diurnal rotation of our globe on its axis from the application of his new principles of gravity and motion, in this wise, which is as transparent as mud: "The vertical point of the sun is the central point of gravitation to the waters of the ocean; the vertical flame of the sun forms a vacuum; the gravitation of the waters to this vacuum gains a preponderating heft to the opposite part of the globe, and the heft of this tidal wave climbing up from east to west causes the earth to revolve on its axis!" He might have gathered this idea from seeing a squirrel running up the outside of the wheel attached to his cage!

Another gentleman, about twenty-seven years ago, was more ingenious in his views upon this same subject. His essays, which were published in the NORTHERN LIGHT, a paper issued in this city (Albany), showed that there was a system of cross-banding round the sun and our globe which performed the rotation equal to any *other* well-adjusted machinery.

It is not in mathematics only that men show a mental obliquity. We sometimes observe it in those who have devoted all their time and talents on some other hobby. A poetaster who was thoroughly convinced that his lips had been touched with a live coal from off the altar of the Muses, once presented himself at the Free Academy for the purpose of electrifying the students with specimens of his immortal gift; but signally failed in his performance. He was positively certain that if he should strike the harp from which the "Sweet Singer of Israel" drew such inspiring strains, that it would be the harp's fault if it did not reproduce them!

It has been asserted also that the study of mathematics has caused much infidelity among its votaries. Let us examine the case.

Although it is impossible for the human intellect to grasp the full idea of a Supreme Being who has existed from all eternity, still that mind which has been trained in exact science can approximate more nearly to its comprehension than the one which has not had the benefit of such discipline. The study of mathematics teaches us, to a certain extent, to subject infinity to measurement, and enables us to reason upon it with as much infallibility as if we were able to understand the immense idea.

The theory of curves furnishes us with an admirable illustration of the doctrine of infinity. The axes of a parabola are both

infinite, yet one of them is infinitely greater than the other. The continued arc and the asymptote of a hyperbola are both unlimited in their extent, yet if the infinite length of the one be taken from the infinite length of the other, the remainder will be a finite and measurable quantity.

To the mathematician it is perfectly evident that one quantity may continually approach in value to another quantity without the possibility of ever attaining it; and there is no doubt in his mind of the validity of the argument, drawn from the nature of the soul, that it may continually approach the perfectibility of its Divine Author without ever reaching that degree of perfection.

The mathematician obtains one invariable law for the generation of a family of curves, and finds that the forms, inflections and curvature of these curves can vary *ad infinitum*, while the law of their formation is as unchangeable as the nature and purposes of the Deity!

Can any reasonable being say, then, that the study of a science which discusses such themes as these—that the study of a science which also explains the phenomena of nature, has a tendency to make its votaries deny the existence of a Supreme Being, or to disbelieve the divine authority of the Holy Scriptures? Certainly no mathematician will utter so great an absurdity.

Tom Paine was an infidel. He explained the darkness at the crucifixion as being caused by an eclipse of the sun! But Tom Paine was not a mathematician, and invading that province, he placed his feet on slippery ground and fell! Any ordinary farmer who is in the habit of consulting his almanac, could have told him that an eclipse of the sun never happened at the full of the moon!

The liberally educated man has no idle conceits. He looks upon the world around him with far different feelings and emotions from those of the one-sided or half-educated man. From the smallest flower that spreads its petals at his feet, to the most distant planet which he discovers with his telescope, he sees a written history of Almighty power and Almighty goodness. Throughout all the works of creation he discerns that everything is in perfect harmony with everything else; that each is performing its own proper functions; that all proclaim a power infinitely great in conception of the systems, infinitely wise in their arrangement and disposition: and in the fullness of his heart he is ready to exclaim with the Psalmist,

*“Divinus est Artifex qui nos creavit.”*



## A LETTER ON THE EDUCATION OF GIRLS.

[See Minutes of University Convocation, page 577.]

PACKER COLLEGIATE INSTITUTE, }  
BROOKLYN, *June*, 1867. }

A. CRITTENDEN, ESQ. :

Dear Sir—You have requested me to describe a course of study, suggested by experience and by consultation with other teachers, suitable for the education of girls. The subject, though certainly familiar, seems to me encumbered with some difficulties, as well from its extent as its limitations. Education, in its general purposes and methods, must be alike for girls and for boys : but if we contemplate that more especial training which should fit woman for her particular sphere in life (which, after all, is but a hemisphere), we must take into account a great variety of circumstances, requiring widely different kinds and degrees of culture. The drawing-room, the sick chamber and the nursery, no less than the school or the editor's desk, require each their special course of preparation,—more especial, indeed, than has usually been accorded. While the out-of-door professions of men are acquired only by a severe and well-defined system of study, it has been too easily assumed that woman can come to her arduous duties with no other fitness than a good will for her task, and such facility as chance emergencies may have called forth, or imitation of chance models developed. But of these special departments of training I will speak hereafter.

Concerning education in general, it need scarcely be said that no living thing is ever created at its highest point of development. Whatever may have been true of the first man, his descendants certainly enter the world, the merest germs of what, as sentient and rational beings, they are intended to become ; and the unfolding of each separate faculty to its fullest strength and activity, in the realization of the Divine idea, is the ultimate purpose of what we briefly call education.

Of course the process is very seldom undertaken or pursued with so elevated a conscious aim. Usually, the awakening of this or that faculty of the soul is due to casual circumstances ; and in rude ages, the passionate, force-giving attributes gain a dispropor-

tionate strength. "Mighty hunters" make the greatest figure in primitive history. If the finer and sweeter traits of human character exist at all, they are so concealed by the clash of swords and the tramp of armed hosts that their voice is not heard.

Afterwards when it is discovered that knowledge is power, some sort of mental training will be attempted, though still with reference to immediate results. Thus, savage nations cultivate the eye, the ear, and the sense of smell to remarkable quickness; while a despotism develops the powers of deception in the people, and of finesse and shrewd diplomacy in the nobles,—and a free republic calls into unusual activity the arts of eloquence by which popular influence may be gained. The Persians of the time of Cyrus taught their children "to ride the horse, to draw the bow, and to speak the truth;"—one moral and two physical accomplishments filling the whole measure of their training.

The mediate ends of study, either for boys or girls, may be readily divided into two: Knowledge and Culture. Some things we learn for their practical application, others for their strengthening, moulding or refining effect upon the mind. The first may predominate in the education of men;—the latter, I am sure, must be especially kept in mind in the training of women.

The two purposes, indeed, co-exist, and are never opposed to each other, unless it may be in the relative allotment of time. They may often be attained by the same methods, but the one demands only a limited array of means, while the other lays every department of knowledge under contribution. The same study of arithmetic which prepares a child for the petty transactions of the market, may at the same time define his conceptions of number and cultivate the power of patient thinking; just as the mathematician, while taking a given arc of a meridian, which shall determine a standard of measures for the commonest uses, may himself be gaining a grander reach of thought as he feels out along his vertical lines to distant stars, and realizes the vastness of the universe which is yet under the fixed control of law.

It is by regarding too exclusively the first object of study, that narrow utilitarian notions have crept into many schemes of education. The part of our knowledge which can ever be applied to practical uses, is indeed small; but if the growth and culture of the mind be the end, then no array of means can be too ample. Time and circumstances must, indeed, control in a great measure, the choice of studies; but for the ultimate purpose of education,

there is absolutely no danger of too much culture. If "no woman can rightly set a table or arrange a parlor without knowing the definition of a right angle," then we shall easily believe that higher attainments in science and literature will have their effect in adding grace and dignity to the character.

It should be remembered that some studies are means far more of moral than of mental culture. Mathematics teach patience and a firm reliance upon absolute truth; natural philosophy, if pursued with experiments, cultivates that quiet and perfect obedience to law which tranquilizes and dignifies the life; astronomy penetrates the mind with a sense of the vastness of the universe beyond our finite faculties even to perceive; and all sciences, in their ultimate results, teach humility. "Into the kingdom of knowledge, as into the kingdom of Heaven, one must enter as a little child;" and it is precisely this higher effect of study upon the soul that we can least afford to lose.

In the order of training, the natural order of the unfolding of the faculties should be implicitly followed. The perceptive powers are first awakened, and the morning period of brightness and freshness should by all means be improved in the gaining of truthful impressions of material things. Forms, colors and the qualities of objects; sounds, intonations and the common forms of language; the facts and phenomena of insect and animal life; all make a clearer impression upon the child than the adult; and, therefore, the details of natural history, and all the familiar science of *things*, can be learned then with half the labor that in later years would be required. Eye and hand may be disciplined to skill in drawing, and a facility acquired which, in maturer years, would be sought in vain. In the hands of an accomplished teacher the crayon and the blackboard will be invaluable aids throughout the course. Foreign languages can be learned by little children almost by natural absorption; but this should be accomplished, I think, with the least possible use of books. The principles of grammar belong to a later period; and there can be no greater injury to a childish mind than to burden it with arbitrary rules which it cannot understand, crushing out that vivacity which constitutes its best fitness for its own peculiar work.

The memory of a little child is quick to receive, but not strong to retain. Care should therefore be taken not to weaken it by overloading, especially with things not readily assimilated. As it becomes strengthened with years, the main events of history

ought to be communicated, and this in a manner at once systematic and vivacious. Bare lists of names and dates, royal dynasties and battles and treaties, are burdensome enough to the older student, and must be intolerable to a little child. Moreover, it is an insult to a child's understanding to impose upon it words without a vital meaning in them; and the effect too often is to stultify and even obliterate the reasoning power. Still, history is a necessary part of any intelligent scheme of education, and it may be made attractive to children from eight years old and upwards by sufficient effort of imagination on the part of the teacher. Every name should be filled with life, and the shadowy persons of past centuries made to move before the student as breathing realities. In this way history fulfills its most important use as a study of human nature,—that nature which in all its weakness and its pride, its petty passions and its lofty assumptions, we hold in common with kings and popes and barons, from whose conflicts and achievements on the greater stage we may derive models and warnings for our own. History has another use, which I think is seldom noticed, namely: the enlarging of the individual consciousness and the emancipation of the mind from the narrow bounds of personal interests and prejudices. We breathe through the lungs of the whole race, and we inhale a larger life. Even from the crimes of our brother-men we learn charity and humility; from instances of their sublime self-sacrifice we gather inspiration to noble deeds; from their errors in judgment we infer the necessity of prudence; from the fatal end of their ambition we learn moderation in our desires. If man of to-day has gained anything in intelligent dominion of the forces of nature, it is because he can concentrate in himself the aggregate life of his species, and literally

“Rise by stepping stones  
Of their dead selves to higher things.”

The mathematics, from their lower to their higher grades, will usually extend through the entire course of study, and as means of culture I believe they are even more needful for girls than for boys. A true candor ought surely to inquire how much of that frivolity, of which women are often rightly enough accused, may be traced to an utter want of those habits of steady thinking which should have been formed in the nursery and strengthened at school. All uneducated persons, and not women alone, are addicted to vague and inconsequent habits of thought; and before we con-



demn too severely the results, it might be well to discover, and, if possible, remove the cause. I doubt whether any other discipline will answer the purpose of this hard logic of mathematics in giving toughness to the mental fibre, certainty and precision to the judgment, and accuracy to all the habits of the mind.

Still, an exclusive or disproportionate attention to mathematics will be likely to cultivate strength without flexibility or grace; and while the feminine mind may be in especial need of this heroic training, it will almost always find a more congenial exercise in the fields of language and literature.

The advantages of the study of foreign languages are too commonly admitted to need enumeration here. The structure of our own vernacular can never be rightly understood except by comparison with others; and it is often remarked that children who inherit two languages, use both with greater intelligence than even those of better scholarship who are confined to one. The study of the sounds of a foreign language gives greater refinement and accuracy in the pronunciation of our own; and as a means of literary study, it is obvious that a choice of the masterpieces of several nations is preferable to exhausting the commonplaces of our own. But the most immediate advantages of linguistic study—especially in so cosmopolitan a nation as our own—is found in its practical applications; for the two purposes of knowledge and culture are here admirably combined. For women, above all, in their social and sympathetic duties, these attainments are above all price. It is of little real use to “know the heart of a stranger,” unless we possess some means of communication with him; and intellectual culture is never so precious as when it administers those sweet and graceful hospitalities which alleviate exile, and establish a common intercourse of thought and feeling throughout the world.

No very extensive study of literature can usually be included in an academic course, and indeed in this, as in all other departments of study, the work of the school is rather to define and regulate the tendencies of the mind and inspire right impulses, than to complete the education. Still no girl should leave her school without some acquaintance with the great writers in her own language, as well as with the chiefs of the world's literature. In no department is there more need of a just discrimination on the part of the teacher, bringing only the choicest results of extensive reading to the class. And never was there more urgent need



of a rigorous discipline of taste than now, when the causes which corrupt language are so active and powerful. A return to the good old English writers cannot but be healthful; and every graduate from our academies should have acquired such familiarity with the purest models in her own language as to have conceived a thorough disgust for the slang of the newspaper and the diluted sentiment or sensational glitter of modern fiction.

Beside this acquaintance with the best models of style—indeed preceding it to some extent—should be a thorough and systematic training in the arts of expression, beginning with the earliest lessons of the nursery and extending through the academic course. It is needless to dwell upon the importance of English composition as part of the discipline of our schools. No other kind of study so exactly fills the meaning of the word Education. Our text-books of science have for their object to fill the mind with a knowledge of natural or metaphysical laws; the practice of composition, rightly taught, demands the reproduction of that knowledge in a manner that cannot fail to give clearness and precision to the mental operations. Whatever reasons can be adduced in favor of any systematic training of the mind will apply with peculiar force to the study of written language, that exponent and guardian of all civilization, that priceless jewel, committed anew to every generation to preserve untarnished, or, if it may be, to polish with new brilliancy and reset with new adornments.

In our hurrying age, with its rapid circulation of thought, its intense activity of intellectual forces for good or evil, its urgent need of enlightenment for the solution of social and legislative problems, the practical importance of written language is increased a hundred fold. The educated mind of the nation must be able to express itself in unmistakable and convincing tones. The number of those who speak through the press is every year increasing. Whether we will it or not, women are to have a large share in preparing this mental food for the public, and while our schools are training those who are to give character to the American literature of the next half-century, it is of some consequence that teachers shall be impressed with the responsibility they hold.

It is very true that this labor for the public is not the only nor the most important use of the pen. Who does not know the charm of friendly letters, sprightly, graceful and sweet? The unaffected wit, the easy flow and quiet rippling of fancy, are certainly more beautiful—contribute more to the happiness of the favored reci-

cient,—than any more labored and pretentious effort. But in most cases the best results of literary study will be found in conversation. If we consider our English language as a precious trust committed to the care of all who speak it, we cannot but fear lest it may suffer some injury from the reckless admission of new and unauthorized words, and the loose, uncultivated style which is too often suffered to prevail in our social converse. Pure Latin, we are told, was spoken among the noble women of Rome, long after Roman literature had lost the classical purity of the Augustan age. It cannot be doubted that women are the natural conservators of purity and refinement, as well in language as in life. Is it not most needful, then, that their principles should be justly formed and their taste chastened and refined?

I know not whether a mention of the sacred Scriptures, as an essential part of every woman's education, falls properly under this head; but for every kind of discipline, mental and spiritual, they seem to me indispensable. Cowper said, "Intense study of the Bible will keep any writer from being vulgar in point of style;" and if literary culture alone were in view, King James's version of the Scriptures could not be disregarded, as, in truth, our purest "well of English undefiled." With regard to its moral and intellectual bearings, the authority of the late Dr. Arnold, of Rugby, is of great weight; and one of Dr. Arnold's most distinguished pupils, the present learned incumbent of the chair of Ecclesiastical History at Oxford, justly complains that "many who would be scandalized at ignorance of the battles of Salamis or Cannæ, know and care nothing for the battles of Beth-horon and Megiddo."

The power of abstract reasoning is latest in order of development among the faculties of the mind; and metaphysical studies must therefore be placed last in any course. Unhappily, in the education of girls, they can seldom come late enough to exercise the mind in its maturity of power. If the course of study is to be ended at sixteen, I should omit altogether mental philosophy and the higher branches of evidences of Christianity. The latter, if superficially studied, can only serve to suggest doubts which might not otherwise exist, and which cannot be thoroughly dispelled.

In thus lightly touching upon a few main points in the scheme of a girl's education, I have omitted two whole departments of prime importance, only because they seem to me to belong rather to domestic than to academic training. Physical culture and in-

telligent care of health should certainly give place to no other interests ; but I know not how these can be secured during the hours usually appropriated to studies in school. Calisthenic drill in the interval of lessons may have a certain use, especially if accompanied with a change of air ; but it misses the chief health-giving power of muscular exercise, which demands for its best effects perfect relaxation and freedom of mind. The first ten years of a girl's life are well spent, if without stifling her mental or blunting her moral perceptions, she has gained from many an hour's careless play in the open air, a hardy and vigorous physique. It ought, however, to be remembered—what is almost always forgotten—that a certain degree of mental activity is absolutely essential even to physical health, and that the natural intellectual force of children is much better if, neither repressed nor unduly stimulated, it is directed to useful pursuits, than if allowed to spend itself in idle vagaries. These two departments of our being can be antagonistic only when one or the other is indulged to pernicious excess. But the whole physical training of the child belongs rather to the mother than the teacher. For *her* most responsible duties, the school should have provided instruction, as well in the special department of physiology, as in that sober balance of mind which will lead to right reasoning and prompt, efficient action even in untried emergencies.

The department of domestic economy belongs equally to the especial training of a home. And yet it is greatly to be wished that in this humble department of financiering, some general principles might be established, and deeply impressed on the mind of every one who is to have the ordering of a household. "The heartless extravagance of American women" has become almost proverbial. And yet we must not forget that

" Evil is wrought by want of thought,  
As well as by want of heart ;"

and that want of thought is a very certain result of want of education. Many a woman who, with an income of two thousand, projects her household expenditures on a scale of ten thousand a year, does so without the least disposition to recklessness or dishonesty ; but simply from ignorance of the market value of so many dollars and cents. The household training of young girls might apply a very simple remedy for this ; but it can scarcely be included in a scheme of academic instruction.

I have only to add, dear Sir, that if in these too extended and still most imperfect notes, I have used the dictatorial phrases, "must" and "should," rather than—what was always in my mind—"so it appears to me,"—it has been only for the sake of brevity, and does not indicate any certainty that my impressions are in accordance with the truth. No general rules can be made to embrace all cases. To theorize is easy: the real difficulty of the teacher's work begins where theory must be reduced to practice, and the infinite variety of character and talent which lies before us in the school room is to be met by an equally various system of instruction, repressing this tendency, stimulating that, and holding an even balance of checks and encouragements through the ever changing incidents of academic life; almost, if one might presume to compare small things with the greatest, like a little Providence in a tiny world, where good and evil are working out their conflict, though in a petty field, yet in real semblance of the greater world without.

With unfeigned diffidence of the value of this or any other scheme that I could frame, yet as a slight contribution to the great cause in which we are engaged, this little sketch is respectfully submitted.

M. E. THALHEIMER.



A. M. D. G.

## THE STUDY OF PHILOSOPHY.

BY REV. LOUIS JOUIN, S. J.,

*Professor of Ethics, and Civil, Political and International Law, in St. John's College.*

It is an undeniable fact, that the study of Philosophy is, in the estimation of all enlightened and polished nations, one of the most important branches of a liberal education. All universities, all colleges, whether in Europe or in this country, hold as an indispensable condition for granting academical honors to their alumni, that the graduates should have pursued with success a course of lectures on Philosophy. Yet, though among educated men there can be no possibility of disagreement on this point, it must be acknowledged, that, in our days, a great diversity of opinion prevails as to the matter which this course of Philosophy should embrace, and the manner in which it should be taught. As it is the aim of the University Convocation to devise means for raising to the highest possible standard the studies in our colleges, I have taken the liberty to present a few reflections on both these subjects. Philosophy is generally divided into two branches, natural and mental. Natural Philosophy embraces the exact sciences, as they are called, the investigation of the general laws which govern the sensible world, and the study of chemistry. Mental philosophy treats of those objects which transcend the domain of our senses, and which Aristotle justly called τὰ μετὰ τὰ φυσικά, or metaphysics. It cannot be doubted that the study of mathematics and of the natural sciences is of the greatest importance. Mathematics are calculated to discipline the mind of youth, and strengthen their reasoning faculties. Nor was this truth unknown to the ancient philosophers, for even Plato required that his disciples should have studied mathematics before they entered on the study of philosophy. Physical sciences store the mind with much useful knowledge, and many are the practical results to be derived from them. But, if in our colleges we were to cultivate these sciences to the exclusion or almost total neglect of mental philosophy, we should fail in one of our principal duties as public instructors. It cannot be our aim to make great mathematicians

of all the young men who graduate in our colleges. Mathematics and the natural sciences embrace too extensive a field to be thoroughly seen during the collegiate course. Our best text-books are but elementary works, and we may indeed be well satisfied if the students master them, and if those, who at the close of their college career wish to devote themselves to these sciences, be enabled to pursue their mathematical studies with advantage.

The study of mathematics, as taught in our colleges, is not the chief end of a collegiate education, it is but a means. This end, I need not say, is to train the minds of young men, and to develop their reasoning powers. To attain this result, their minds must be imbued with such principles as will enable them to become not only learned men, but also good citizens, capable of directing the thoughts and opinions of those who have not enjoyed the benefit of a liberal education. Now this end cannot be well attained without devoting our attention to the study of metaphysics. It belongs to the province of metaphysics to establish on a firm basis the most general principles of reason which underlie all other sciences; to show the objectivity of our primary ideas, such as the idea of being, essence, substance, quality, relation, cause, effect, and so forth; to analyze these ideas and rightly to classify them; to investigate the general nature of things corporeal as well as spiritual; to establish the spirituality and accountability of the soul; to prove the existence of the Supreme Being, and to determine his attributes, as far as human reason may discover them, in the perfections he has imparted to his creatures. To mental philosophy likewise belongs the investigation of the principles of ethics. Having established the true destiny of man here upon earth, we must, from the consideration of the relations which subsist between us, our Maker and our fellow-beings, deduce the various duties imposed upon us. We must treat of society, domestic as well as political, examine their origin, authority, rights, duties, the relations in which they stand one to another. How can he who is not well versed in these subjects presume to guide and direct others?

The study of metaphysics, decried through it may be, is far more important and necessary than the study of mathematics and physical sciences. A man who is ignorant of trigonometry, analytical geometry, and of the principles of the differential and integral calculus, though he lacks part of that knowledge which should adorn the mind of every well-educated person, may never

theless be a good statesman, be thoroughly conversant with all the principles of right and justice, and be fully capable of guiding aright the thoughts and opinions of his fellow countrymen. But he who has no clear perception of the principles of metaphysics, will necessarily be exposed to the danger of being betrayed into many errors which oftentimes may be productive of the most baneful consequences.

There can be no doubt that the young men who graduate in our colleges should be so trained as to be able in after life to exercise a healthful influence on their fellow citizens. Some of them will be called upon to sit in our legislative halls; some to occupy the benches of our magistracy; others to mould, by their writings, the thoughts and opinions of the community. We cannot presume to communicate during the collegiate course all the knowledge necessary for the fulfillment of these duties; many years of earnest study will still be required. But if we do not endeavor to instil into the minds of our graduates a clear perception and a sufficient knowledge of the principles of ethics, of the primary laws of right and justice, the aim of their education will be missed. Now the knowledge of the principles of the moral law, and of the rights as well as the duties of man, depends on the right perception of the primary ideas which are analyzed in metaphysics. Our duties towards God and our fellow men rest on the relations which obtain between us, our Maker and our fellow men; and these relations flow from the very nature and essence of these beings. If, then, we do not rightly conceive and apprehend these relations, if we misunderstand them, it is clear that we must err alike in the knowledge of our duties and of our rights. Thus, for example, if the idea of cause and effect be not clearly conceived and sharply defined; if the true meaning of cause be not well understood and carefully distinguished from a mere succession of events, from occasion, or from the condition necessary for the production of an effect; if the principle of causality be not firmly established, we must needs lack the means of demonstrating the existence of the Supreme Being. And if this truth be not placed beyond doubt and cavil, the foundation of all social science, of the very existence of a moral law, is swept away, and Atheism or the vagaries of Pantheism set up in its stead; for Pantheism rests only on the misunderstanding and the confusion of the ideas of infinity, necessity, contingency, essence, substance and causality.



If young men who enjoy a liberal education, and who read the productions of modern literature, be not well trained in analyzing and clearly understanding the primary thoughts of the mind, it will be all but impossible for them to escape the subtle poison of Pantheism, with which modern writings teem, and which the unwary almost insensibly imbibe. On the confusion of these ideas hinge all the errors which in our days desolate and convulse human society; on this confusion are based all the new-fangled theories which lay claim to the furthering of the progress of the human race, but which, if fully carried out, would inevitably plunge mankind into the deepest misery. The mind of man is so constituted as to be incapable of yielding assent to error proposed in its naked deformity. Every error, therefore, must be presented to it under the guise of truth. Our primary intellectual ideas are a common inheritance, bestowed by the Creator upon all men, whether learned or ignorant, civilized or barbarian; but being general ideas, they are liable to be either misconceived or misrepresented; and this misconception or misrepresentation is the means used by those who unwittingly or maliciously spread their erroneous doctrines among the people. The true progress of individuals, as well as of human society, does not depend mainly on our advancement in the knowledge of the sciences and arts which contribute to our material well-being. This progress is no doubt necessary—it cannot, it must not be neglected; but we must not lose sight of the moral training to be given to the young men confided to our care. We must instil into their minds and hearts a well grounded knowledge, and a true love for the principles of right and justice, which principles, being based upon the relations existing between us, our God and our fellow-beings, cannot be scientifically known without a careful study of general metaphysics or ontology.

It cannot be denied that this study is dry, and, for the most part, not very palatable to the students; that it is involved in many obscurities, embarrassed with many perplexing difficulties. Yet this disadvantage, if disadvantage it be, metaphysics shares with all other sciences. The beginnings of all sciences are difficult and tedious. The first principles of all other sciences are, speaking generally, not less obscure than the principles of metaphysics; for, after all, it is from this latter science that they have to borrow them. Great difficulties are not raised against the first principles of mathematics; not because none can be found; for

though space be readily imagined, it is not for that more easily understood. The only reason why grave objections are urged against the principles of metaphysics is on account of their immediate connection with the duties we owe God and our fellow-men. Were these duties to be inferred from the principles of mathematics, these principles would be called in question no less than those of metaphysics. Many truths in metaphysics may be known with as much certainty as the axioms of mathematics, and many deductions from them are as incontestable as any geometrical theorem.

I shall add a few words on the method of teaching philosophy. In our colleges we use the scholastic method. This method is not an *a priori* method, which discards all experiments. Schoolmen did not reject, as is but too often supposed, the experimental method; their only mistake was that in the matter of physical sciences they often based their reasonings on faulty or insufficient observation. Yet it must be borne in mind that they were not provided with all those means of experimenting, which, at present, are at our disposal. And even modern natural philosophers are sometimes tempted to hazard explanations of observed facts, and to broach theories which may excite the risibility of posterity just as much as the strange conceptions of schoolmen excite ours. Nor is this method wedded to any particular system of philosophy. The Cartesian, the Platonist may pursue it as well as the staunchest adherent of Aristotle. The main features of the scholastic method are these: The professor proposes the thesis or proposition he is about to explain, not academically, but as a professor of geometry proposes a geometrical theorem. Every term of the proposition must be sharply defined and clearly explained, and the proposition itself proved in strict syllogistic form. This done, he states in detail the various objections that may be urged against the thesis, and establishes the principles on which their solution rests. The students are not only required to repeat the thesis propounded by the professor in the forenoon lecture, but at the afternoon lecture they must be ready to maintain that thesis against the attacks either of the professor or of some of their fellow students previously appointed. Yet the attack as well as the defense must proceed syllogistically. The defendant begins by proving his thesis; this done, the objector states his objection in syllogistic form. The defendant first repeats it, then examining each proposition, either grants or denies it, or distinguishes its

meaning, as the case may require. The objector in his turn takes up what was denied, and the conclusion of his next syllogism must be the proposition denied by the defendant. Thus they proceed till the subject is exhausted. This exercise takes place from time to time before the whole faculty. The semi-annual examinations are conducted in the same manner.

The advantage of this method is, that objections are briefly and stringently urged, the answers clearly and concisely stated, all verbiage and needless disputes avoided. Both the defendant and his opponents are bound to confine themselves to the point at issue, to argue it thoroughly, nor are they suffered to deviate from it to any irrelevant question. Either the defendant cannot maintain his position, or the objector is reduced to silence, upon a true and full solution being given.

This method has another advantage. The students learn to reflect, to analyze their thoughts, to systematize their ideas, to propound them clearly and logically. Their memory is not only enriched with a number of sound principles, but they acquire a full comprehension of them ; for every question being viewed in all its bearings, is thoroughly understood. They are enabled not only to conceive clear ideas, but to propose them skillfully and to defend them successfully ; they gradually become close reasoners and expert debaters ; they become accustomed to seize immediately the drift of an argument, to dissect it minutely, and to give a clear and ready answer to the objections raised against them, if they but uphold truth or at least a well grounded opinion. The spirit of emulation is fostered among them, for no one feels a pleasure in seeing himself worsted in argument by his opponent. Thus even the dry and unpalatable study of metaphysics may be rendered interesting and attractive, particularly if the professor fails not to show how the misapprehension of metaphysical principles may exercise, or has actually exercised, a most baneful influence on the moral order, the laws of right and justice and on the social weal of nations.

It might perhaps be objected, that this method is apt to beget in the students a taste for pedantry, sophistry and hair-splitting. That the scholastic method has at times been most strangely misused is beyond question ; but its occasional misuse is no reason for its rejection. It is for the professor to see that the students in arguing do not indulge in mere quibbles, that they propose real and serious objections, that the defendant solve them, not by

shirking the question or perplexing his opponent with unmeaning distinctions, but by giving a clear and solid answer. Thus the minds of the students will be well trained, the danger of mere logomachy avoided, and no taste for hair-splitting distinctions fostered. Furthermore, the students are obliged to write essays, and so to treat their subject, that, while in the expression and development of their thoughts, they are bound to adhere to the rules of sound logic, they are not at liberty to discard the ornaments and graces which the study of rhetoric and classical literature affords.



## EDUCATIONAL ECONOMY.

BY DAVID MURRAY, Ph. D.,

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The domain of science is infinite: the powers of the human mind by which this science is to be mastered are practically finite. It is the universal experience that the more man knows the more he sees to be known. The farther he travels along the road of knowledge the farther he sees it stretching away into the distance. The more he improves his modes of examining the phenomena of nature, the more difficult seems the task of discovering her ultimate secrets. The astronomer of the present day with his wonderful telescope seems to find just as much of space to be penetrated as Galileo did with his little tube. The microscopist, with every higher power he can employ on his microscope, finds still the same multitude of infinitesimal forms just hovering beyond the boundaries of his perception. The reason of all this is obvious. Human knowledge has to do with time and space, and phenomena co-ordinated in time and space, and both are infinite. Hence no man can know everything. Hence too great extent of research must in general be at the expense of depth and thoroughness; and hence, thirdly, for the most economical pursuit of science, and for the attainment of the greatest aggregate of human knowledge, there must be a division of labor instituted, so that the labors of individual men shall be restricted to specific subjects.

As a branch of political economy, this principle has long been recognized. It is universally known and conceded that there is a maximum of product with a minimum of labor when the workman is employed to do repeatedly the same operation. There is a certain nicety of judgment, and a certain manual skill, which can only be attained by constant attention to one thing. The hand that could cut and polish the facettes of a diamond could not also wield the hammer which forges an anchor. To temper watch springs, to blow glass, to refine sugar, to fit and gear machinery, to make a shoe, or a coat, or a felt hat, or a piece of point lace, requires for each a different and peculiar skill and knowledge, which can only be acquired by making that one thing a constant occupation.

The doctor's skill to detect disease from the presence of symptoms, is a different skill from that of the advocate who convinces a jury by an ingenious argument of the innocence of his client. A journalist who must treat of the topics of present and pressing interest, requires a different kind of talent from the man who shall direct the complicated concerns of a railroad or a factory. Success in any profession or business depends on a knowledge of a special set of facts, or at least facts which are to a certain extent special, and upon a natural or acquired dexterity in dealing with those facts. So that it has come to be recognized as indisputable, that education for these various positions in life, and the training for their skillful performance, must to a considerable extent be varied to suit the several cases.

Again, the aggregate mass of human knowledge is constantly on the increase. Every year the facts of science are vastly multiplied. History, philology, ethnology, metaphysics, are every year being enriched by new contributions from the learning and research of students. To fill the posts of statesmanship and diplomacy requires a very different kind of preparation than it did a century ago. The general interests of humanity, the recognized interdependence of all branches of human affairs, call for a breadth of cultivation in those who would perform any useful part in the world's affairs, which was unknown in a past age.

The time was, and not very distant either, when a single man might aspire to grasp all human knowledge. Cicero, or Aristotle, or Sir Philip Sydney, or Sir Thomas More, might almost without exaggeration or improbability be believed to have mastered all the learning and accomplishments of his time. In those earlier times, it was not difficult for the same man to combine within himself the power to perform with distinguished success classes of duties that are now considered utterly distinct, if not incompatible. Sir Thomas More was not only the most learned jurist of his time, but in theology and in classical and metaphysical learning was not unworthy to be the compeer of the great Erasmus. Cardinal Wolsey could pass without difficulty or embarrassment from the duties of the priest to those of the statesman and diplomatist, and to those of a Lord High Chancellor of England.

Not so now. The great lawyer must become so by making law alone his life study. To be a great astronomer requires the labors of night and day inspired by genius of the highest kind. There are a score of departments in natural science alone, any one of

which would require the life labors of any man. The men who have pushed science outward to its present boundaries have done so by the devotion of their talents and energies to special branches. The men who have become most famous in law, medicine, theology, history, philology, mathematics, natural history, are men who have relentlessly limited the fields of their inquiries within boundaries so narrow that they were able to compass them.

Now education may be defined to be the preparation of men to fulfill in the best way their duties in life. Plainly then, as the world changes, as society changes, as the wants and interests of mankind vary from age to age, education ought to vary too. It will not do to train a mining engineer of the present day as he was trained in Tyre or Sidon. Cicero, with all his eloquence as an advocate, would have to undergo a new education before he could succeed before an American or an English court of law. It will not do to educate the Englishman and the American alike, because the circumstances in which they are to be placed are such as to require in each peculiar qualifications. It is unphilosophical then to say that institutions of learning must undergo no modification. Like all the living and active agencies in human affairs, they must have a power of adaptability which will enable them to meet new emergencies with new resources. It does not at all follow that because a peculiar form of institution is successful in one land and age, it will of necessity succeed when transplanted in time and place. To fulfill their design in giving the best culture and training to men, there must be a sympathy and an accordance kept up between the spirit and wants of the age and the institutions whose province it is to educate men for their duties.

I have no sympathy, however, with that narrow feeling which would lower institutions of learning to the level of the ordinary wants of society. On the contrary, it is their peculiar province to occupy a position above the ordinary range of thought and action, and by their influence draw men up to a higher culture. While they faithfully train men for all the practical emergencies of ordinary life, they ought to aim at the same time to impart aspirations for a nobler life. American citizens, especially, for the proper appreciation and discharge of their peculiar duties, demand much more than a bare preparation for their business or their trade. They must be able to fill intelligently their positions as the responsible and ultimate sovereigns of their country. It would surely be a most defective education which would leave the



preparation to fulfill duties so important and so intricate, to the chance opportunities of the hour.

Besides, here more than in any other country, men exchange one sphere in life for another, one occupation for another. The wants of a new and growing country demand a supply of talent which cannot always be furnished by the usual channels. It is one of the peculiar glories of our land that the avenues for advancement are open to all aspirants, and no impediments are too great for the enterprising. It is a notable and cheering fact that most of the men who now fill the important positions in professional and mercantile life, have risen to them from obscure sources. We know not for what careers we are training the young men of to-day. The son of the farmer becomes the merchant prince or the eloquent advocate. This lad who blacks your boots to-day may one day lead your armies. These browned and dusty pioneers who are posting over the plains into the rich mines of new territories, will reappear at a future day as the honored and trusted representatives of future States. Transitions so extraordinary, and yet so constantly occurring, require a peculiar system of education. We must enlarge the scope of our studies and give what help we can to these aspiring sons of America. Versatility, that peculiar characteristic which American life demands, must be encouraged and cultivated.

To educate a man for a position in life requires two things: *First*, so to train his powers of body and mind that he shall have the mental and physical strength for his duties. *Secondly*, to furnish him with the requisite knowledge of facts bearing on his duties. A soldier is to be educated. He must be drilled in physical exercises to give him strength and agility; he must have mental and moral training to give him obedience, promptness, bravery, honor and patriotism. Then he must be taught the science of war, and all those kindred sciences which will be appealed to in the execution of his duties. The object of education, therefore, is twofold—to furnish discipline and to furnish knowledge. While these two objects of education are thus theoretically distinct and separable, practically they merge one into the other. With regard to very few, if any, branches of a good education may it be said *this* is purely disciplinary and *that* informational. Nor, indeed, is it desirable—it is not educational economy—to devise or employ, more than necessary, branches of study that cannot to some extent fill both these requirements.

f one study will furnish mental discipline at the same time that it will supply useful knowledge, it is surely to be preferred to another which will impart mental discipline alone. If teaching how to extract the square root will impart mental power, and at the same time furnish a useful expedient in many practical cases, we say it is to be preferred as an educational agency to teaching how to extract the fifth root, which may impart the former, but can only exceptionally prove to be the latter. A well devised scheme of education will aim to attain these two objects so far as possible *pari passu*, employing the same studies to impart at the same time useful knowledge and available discipline. The French Commission, with the illustrious Leverrier at its head, appointed to revise the requirements for admission to the Polytechnic School, recommended to strike from the arithmetical curriculum all those parts which treated merely of curious properties of numbers, and to retain and increase those parts which furnish commercial expedients or were essential to the profitable pursuit of subsequent studies.

It is a part of true educational economy to cut off all subjects of study which cannot be shown to be useful. It is a perfectly fair question, gentlemen of the convocation, when you are asked, what is the use of this or that study? We ought to be able to give a categorical answer with regard to every subject in a curriculum of study. If it cannot be indicated to the reason of men, it has no right to maintain its place there. At the same time we demand that the usefulness of the study should be understood in its widest sense. We do not mean that the term *useful* shall be restricted to refer only to physical wants, or to commercial interests. We claim for it the widest application; to the highest as well as the lowest wants of human nature. Whatever ministers to man's intellectual and moral advancement, whatever teaches how to enjoy the beautiful and the sublime in nature, are just as much, nay, far more useful than what merely supplies his physical necessities. Professor Martin, in his paper yesterday, nobly indicated the usefulness of classical learning. He met its detractors on their own ground, and demonstrated out of their own mouths the indispensableness of a liberal classical education. To the scientific investigator, to the historian, to him who would speak and write his native tongue with precision and fluency, to him who would understand the nicer shades of thought which are displayed in the best of English writers, no other attainments or

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culture will ever compensate for the deficiency of a knowledge of the classic languages.

The great want in American education now is expansion, not contraction. We must not talk of cutting off departments of learning from those now furnished by our institutions. It is a sad reflection that already they are not equal to the demand made upon them for the highest training. Hundreds of American young men, the best and most ambitious, are compelled yearly to go abroad to get what they cannot get at home. The merchants of the country are pouring into the lap of these institutions literally their millions ; and yet to get for their sons the best culture, the most approved training in science and art, they are compelled to send them to Germany and France.

The colleges of the country must prepare themselves to meet this want. It will be to their discredit if they do not. And yet we should be met with the objection on the very outset, that colleges are already teaching all that the time which American students will devote to their education, will permit them to teach. And it is precisely here that I wish to urge attention to the principles of educational economy. It is true that the curricula of colleges are already too crowded. Much that they undertake to teach must be taught slightly and with most unsatisfactory results. The remedy must be in a division of labor. We must not demand that all students shall learn all subjects. In those studies which form the common basis of a liberal education, and are indispensable for the profitable pursuit of all the sciences—in such studies there must be careful and faithful instruction for all. But the necessity of the case demands that beyond this there must be the opportunity afforded for pursuing much further special elective studies. There is no other way in which the colleges of the country can furnish the requisite facilities for a higher education, as I pointed out in the beginning of this paper.

The domain of science is so vast that no man can compass it all. To make any progress beyond what is already made in any one of the great fields of human knowledge, a man must early devote himself assiduously to some special subject. Why should he not receive some help from his alma mater in this arduous undertaking? Why should the American scholar be compelled to enter on this life task without guidance and without help, and after he has left the college walls? Why must we tell our students, as we are

compelled to tell them, that their real education must be conducted by themselves after they leave college ?

To those great institutions in our country which have received the most liberal endowment, this subject commends itself. They are in a position to take action to adapt themselves to the wants of the country. Why cannot they set apart, say, three years of their college course to be pursued by all students in common in the study of those branches which are of common use in all departments of learning, and then from that point permit their students, during the remainder of their course—lengthened, if need be, to five or six years—to pursue the subjects which are to bear especially upon their chosen callings in life ? Let the men in this country, eminent in their departments, while they receive from these institutions a liberal support, devote themselves, by lectures, by personal supervision of studies, by aiding in scientific investigation, by directing to sources of information, to advancing the education of young men in their chosen fields of research. The students might be few at first, who were prepared to go on with these extended lines of education. Prof. Pierce thinks himself fortunate now if out of his large classes at Harvard College he gets one or two competent to avail themselves of higher mathematical education. But we must not expect large numbers in the higher walks of learning. Of necessity they must be few ;—but let it not be the reproach that when God has sent a genius into the world, he should find the means of culture wanting, and the avenues of usefulness closed against him. Out of the millions of seeds which nature scatters over the earth, how few germinate,—fewer still reach their normal growth, and only here and there one in the ages which grows on through the centuries, like the cedars of Lebanon or the giant trees of the Yosemite valley.

There remains now but one point in regard to educational economy, to which I wish to direct attention, and that is included under the term consolidation. Consolidation is the great tendency of the day. Railroads consolidate to economize their expenses and increase their facilities for transportation. Churches consolidate to secure greater unity of action in their common work. Kingdoms consolidate for mutual protection and strength. Manufacturing companies consolidate to secure greater facilities for making and selling their wares. Why should not colleges consolidate ? Is it not true that there is a great waste of material and intellectual resources by this multiplicity of educational organiza-

tions? Each of these numberless, feeble, half-sustained institutions must be provided with expensive buildings, and with libraries and apparatus. In each the departments of instruction must be filled by hard worked, badly paid men, who are compelled to include oftentimes subjects most diverse in the range of their teaching, and in so far are compelled to give inferior instruction. Every friend of good education will exclaim, what a want of economy, what a waste of educational opportunities! Suppose two or three of these feeble institutions should consolidate into one. At once the financial condition becomes one of strength instead of weakness. Superfluous buildings can be disposed of, and the requisite accommodations increased. A rearrangement of the departments will give to each man the special branch in which his strength can best be displayed, and thus secure the best instruction in each. New departments, extending beyond the possibilities of the present order of things, might be organized, which would furnish the facilities for higher education than is now attainable in our country. What an impulse, for instance, to sound learning would be given by the consolidation into one great university of all the colleges in the city of New York! What a magnificent provision could thus be made in the metropolis of the nation for an institution equal to the wants of the country, and worthy of its future greatness. Let the influence of this convocation, and the influence of all friends of good education, be given against multiplying the number of institutions of learning, and in favor of strengthening and consolidating those already founded. Let local and personal ambitions be subordinated to the more important interests of sound learning. The result will commend itself as true educational economy.

## THE STUDY OF LATIN, WITHOUT REFERENCE TO PROPOSED LIBERAL OR PROFESSIONAL EDUCATION.

BY N. W. BENEDICT, A. M.,

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“The consideration of ideas and words as the great instruments of knowledge, makes no despicable part of their consideration, who would take a view of human knowledge in the whole extent of it. And, perhaps, if they were distinctly weighed and duly considered, they would afford us another sort of logic and critic than what we have been hitherto acquainted with.”—*Locke*.

The study of the ancient classics, or at least, some knowledge of Latin, has generally been supposed to be a necessary auxiliary to a liberal education, and especially to the successful prosecution of a profession. The cultivation of the “humanities” that adorn social life, and elevate the mind to the perception, the contemplation and the enjoyment of “the true, the beautiful and the good,” and beget aspirations for something higher and better than sensual enjoyment, or material success in life, has, ever since the so-called revival of learning, been directly or indirectly, the fruit of classical studies. From the same fountain issued what has sometimes been called the Baconian philosophy, which, by setting men’s minds upon the right method of interrogating nature, has made her yield up those inestimable treasures of science, whereby not only the man of wealth may be a prince, but the masses of the people, living in obscurity and comparative poverty, may, and often do, possess a hundred fold more of the comforts, conveniences and luxuries of physical life than, only a few centuries ago, fell to the lot of crowned heads. In this sphere of study alone, was found the method of making a practical application of logic and metaphysics, whereby the very foundations of creeds and sects are thrown open to the inspection, not merely of the theorist, skeptic or psychologist, but of the plain, unlettered, honest lover of practical truth; and whereby the venerable beliefs of our fathers are brought before the bar of our own consciousness and conscience, and, while the timid have shuddered, expecting to see the overthrow of the



Christian religion, the enlightened lover of vital godliness has been thrilled with inexpressible joy at the demonstration that faith and reason are coincident, and that the strongest and surest faith is anchored in the deepest and best of reasoning.

To the same source is the Anglo-Saxon race indebted for that thorough examination of the principles of human liberty, the origin of governments and political systems, which originated juries and the British constitution, built a bulwark against the encroachments of the crown, and gave to the people such a taste of liberty as to make them the mightiest nation on the globe.

It is too little known that to John Milton, not only the greatest poet and finest classical scholar of his age, if not of any age or nation, but also the greatest and soundest statesman and political writer of his day, the world, and, in a special sense, the great republic, are indebted, for the searching out, and the embodiment in form, of those fundamental principles of birthright freedom, and equality of personal right, of an untrammelled conscience, a free church and a free press, which, when the people were ripe for self-government, furnished their leaders with a whole system of political rights and prerogatives in appropriate sentiment and fitting words, all ready at hand in the political essays of Cromwell's Latin Secretary of State, who, a hundred and fifty years before the birth of our declaration of independence, to the great disgust of kings and tyrants, wrote such words as these: "No man who knows aught, can be so stupid to deny that all men naturally were born free; being in the image and resemblance of God himself, &c." And from this "self-evident" truth he proceeds to show, in irresistible logic, that all governments must "derive their just powers from the consent of the governed," proceeding in such language as this: "It being thus manifest that the power of kings and magistrates is nothing else than what is only *derivative, transferred and committed to them, in trust, from the people to the common good of them all, in whom the power yet remains fundamentally, and cannot be taken from them without a violation of natural birth-right;*" and so on, for the utterance of which self-evident truths he was maligned and persecuted while living, and even stabbed in his reputation, when dead, by Dr. Johnson and the other liberty-haters who survived. But his propositions lived. Conveyed to a new continent, they grew with unwonted vigor, till, in the very cradle of liberty, like the hands of a young Hercules, they strangled the hydra of irresponsible power sent to crush and swallow

them, and now, in the young manhood of our nation, these same propositions of "John Milton, the old blind schoolmaster," have shaken the continent with an earthquake that has broken the shackles of every bondman, and made its vibrations felt on the other side of the globe, realizing to us the vision of this same poet, as seen by his prophetic eye more than two hundred years ago: "Methinks I see in my mind a noble and puissant nation rousing like a strong man after a sleep, and shaking her invincible locks: methinks I see her as an eagle, muing her mighty youth, and kindling her undazzled eyes at the full midday beam; purging her long abused sight at the fountain itself of heavenly radiance; while the whole noise of timorous and flocking birds, with those also that love the twilight, flutter about, amazed at what she means, and in their envious gabble would prognosticate a year of sects and schisms." And, as Milton modestly tells us at what classical fountains he had drunk in these inspirations which made his soul yearn for a better government and a higher political and religious condition than the world had ever seen, so in his letter on education, he tells us he would have the youth of the nation, after having their minds disciplined, and their souls fired by contact with the same master spirits of old, come "to the study of politics; to know the beginning, end, and reasons of political societies; that they may not, in a dangerous fit of the commonwealth, be such *poor, shaken, uncertain reeds, of such a tottering conscience* as many of our great counsellors have lately shown themselves, but *stedfast pillars* of state." If the working out to a demonstration, through blood and fire, of Milton's propositions concerning civil government and religious liberty has proved the heaven appointed means for the salvation of the church and the nation, would it not be reasonably safe to make a fair trial of his theory concerning the proper method of preparing the youth for the responsible duties of self-government?

But I can only thus, by a hasty generalization, barely shadow the indebtedness of the present age, for all its practical attainments in science, and for all its material prosperity, to those minds that have been either directly imbued with classical learning, or have been awakened and impelled by those that were thus instinct with the life of clear analysis and deep thinking. The fullest proof of all that is here implicitly claimed for this foundation of all sound learning, can be given in details which would far transcend the brief limits of this paper. The means of such proof



are contained in the dry statistics, gathered by the patient researches of such men as Professor Kilbourn, who, since the ungrateful efforts of some to depreciate the worth of classical studies, have accumulated such a mass of evidence as appears to be, in some departments, at least, almost exhaustive; showing that, hardly any real progress in the arts and sciences, and almost none at all in the professions, have ever had their *origin* independent of such studies. I trust that this mass of testimony may be printed for distribution.

I am not unaware, however, that by availing themselves of the facilities which classical studies have brought to the professions, some enterprising men, and some men of genius, have been enabled to enter, empirically, at once, upon a profession; using, and frequently with a good degree of practical discrimination, the gathered and assorted lore of those masters of the profession who had been classically trained, they have thus converted the profession itself, whether law, physic or divinity, into a lucrative *trade*; and then, with an ingratitude, which, unless ignorance be a just bar to conviction, is parricidal, have asserted their entire independence of the schools, and of the whole course of preliminary intellectual discipline which is born of thorough and proper classical study.

But, allowing classical studies to be a necessary coadjutor to liberal education and to professional life, for those, at least, who look upon a profession as something more than a mere *trade*, ought these studies to be confined within these narrow limits? Have common minds, that are to be trained merely for the ordinary pursuits of every day life, any need of classical learning? Do those taking merely an English or scientific course, need to study Latin? Such questions as these arise from two vitally fundamental errors, viz: The supposition that the design of education is to fit its recipient to achieve material success; and, secondly, that the object of studying Latin is simply to add the knowledge of another language, or to learn to read the language of the ancient Romans. I call these errors vital and fundamental because, in the first place, no course of study is true education, or any thing more than the learning of a trade, unless it is vitalized by some higher motive force than the dray-horse of material success. True education seeks the absolute perfection of man, corporeal and mental, intellectual and moral; and, while we know that this cannot be attained in our present sphere, the mind should be put upon the road that tends in that direction, and, so far as time, means and circumstances allow, be habituated to tread the upward path, with

high and holy motives, hopes, aims and ambitions. The young are to be educated, not because they are to take care of themselves, or do good in the world, but because they are human beings, because they are made in the image of their divine Author, because they have souls capable of endless approximation toward Omniscience, because the present life is the limit of their probation, in which narrow sphere they must achieve one success, and that belonging to their higher nature—to the mind, the soul—or their whole future existence will be an irretrievable failure. Were this not the case, were the common mass of the people to be trained simply to get a livelihood, whether by the sweat of the brow, or the fiery vigor of the brain, they would need to be, as many of them are, but machines, having their theories on science, on language, on law, politics and religion, made for them, in which they should place the same faith which was exercised in learning the names of the letters of the alphabet. They should attach themselves to the church and the party where they may get the most comforts and the best pay, for doing the work of those who think for them on all subjects worth thinking about. They might be the safe subjects of an empire, or of the Papal States, but should be intrusted with the ballot only when chained to the chariot wheels of their liege lord. They are not fitted to become the citizens of a free republic; for these must be capable of turning up the very soil with a plowshare that owns allegiance to the laws of logic, and of fighting with a bayonet that thinks.

As to the error involved in the supposition that Latin is studied merely to learn that language, and to read the authors who wrote in it, I reply briefly that the common objection to the study, based upon this assumption, is a valid one, viz: English scholars do not need to write or speak Latin. The English language, if any language on earth, is certainly competent to the wants, purposes and capacities of the most active minds, in all the relations of life, in this most stirring age. Those who frequently interlard their speech and composition with quotations from Latin, or any other foreign language, are generally of little account, and probably ignorant of the highest and best uses of their own vernacular. And, as to the reading of the wisdom of the ancients, treasured up in Latin and Greek authors, though there was a time when the most important and laborious duty of the universities was to preserve, copy and interpret these ancient records of learning, the invention of printing has made the universities of but little conse-

quence in this department, by multiplying copies of the originals, interpretations and expositions, till a college student may read any of these old authors through, without finding a difficult passage, or making the acquaintance of the originals, and so may any one else. The common people know all this, and their objection against so much labor for such an object is as well taken as was that against the method of carrying a grist to mill, said to have been in vogue among their forefathers.

“ Well, then, says one, why, ‘ in the name of all the gods at once,’ should students, not designed for a profession, study Latin ?” This question may be answered directly and pointedly, and even briefly, to those acquainted with the method of mental growth. It is a fundamental law of our being, unexceptional and irrevocable, that the mind grows, or obtains power—for the terms growth, expansion, faculties, &c., &c., when applied to the mind, are but blind, and often very deceptive, metaphors—only by the exercise of its own native or inborn energies, or, to state it differently, the mind never gains power except through the exercise of putting forth power. Try the experiment ; begin with the youngest mind: it has but little power ; call it out, it has gained, perhaps, as much more ; continue the process: if it reach a point where it cannot put forth any more, where you cannot evoke any more, its growth or increase of power stops at that point. If this self-exertion cease in infancy, we say the mind is idiotic, if a little farther on, semi-idiotic, &c. ; if it lack the ability of self-exertion in a certain direction, we call this a natural defect, or want of a faculty. *e. g.* It is said that George Combe could not learn the multiplication table by seven years’ study. It is also a law of this law that the maximum of mental energy is in the discovery of a new truth (*i. e.*, new to the mind that discovers it), the minimum in the receiving of knowledge from others. The child is vastly more pleased with the finding of an object, unaided, than by having that object found for it, because the greater mental energy always affords the more pleasurable emotion. Hence every true system of education is based upon some plan of setting the young mind upon a course of discovering truth. All that can be given to the young, in this way, should be given in no other. It would be a dull and wasteful employment of the mind to commit to memory the propositions of Euclid—just as useless to commit the demonstrations: to prove to one’s own consciousness the truth of the demonstrations, would be much nearer to the discovery of a new

truth ; but, if a part or the whole of a demonstration were to be discovered by the pupil himself, to one equal to the task, the process would afford an exquisite happiness akin to that felt by the Greek who immortalized the word *Εὕρηκα*. This is the reason why some new application of a known principle has made its originator mechanical genius, in some instances almost beside himself, and living in a region of light and beauty unknown to all save himself. This it was, that, in the providence of God, made Galileo and Sir Isaac Newton great. It is this principle, and this alone, that has made every real student that ever lived. How, then, shall this law be made operative to the best advantage, and to the greatest good of all, or nearly all, classes of mind ? Simply by proceeding to deal with minds according to the demands of the law. The world has been astonished to see what even the infantile mind is capable of doing, in the way of self exertion, when led by this method, as directed by Pestalozzi. But the process should not stop, nor should the method be dropped, with infancy. When the mind is sufficiently taught to put forth its energies upon objects of sense, it should come at once to the study of language. It should be taught to put forth its power upon words, to see how they are made, for what they are made, what truths they contain, how these truths are to be discovered, what relation they have to ideas and so on into metaphor, science, ethics, metaphysics, etc., etc. And what language is the best fitted to call out the energies of the young mind ? No doubt its own vernacular, its mother tongue. It will here get its vocabulary, while exercising its powers in naming objects and describing their properties. But the mind is not always to be concerned with this class of words so easily and rapidly laid up in the memory as names and attributes, and actions that can be seen. Consciousness soon asserts its power, and the mind begins to *introspect*. It turns over the treasures laid up—makes new, beautiful or grotesque combinations. The *moral* sense demands a new set of terms, new names, new attributes : a new world supervenes. Its wants must be met, or the young mind soon tires of that on which it can exert only the power of an infant. Even in the study of science, it has terms which it cannot handle with the same satisfaction it felt in the name of a visible object. What must be done ? It has not been accustomed, if rightly taught thus far, to grasp words and hold them by mere force of memory, when it can get no hook upon them, nor any mark to identify them.

Shall it proceed to learn these by the "help" (?) of a dictionary, or by such definitions of them as are given in each science in which they occur? Horrible! Is this process of learning the English language one of the methods of science? or, does it contravene both the science of language and the laws of the mind? Apply this method, if chaos can be called methodical, to the study of any other science. What should we think of a work on botany that should propose to take up the whole vegetable kingdom, plant by plant, without any other classification than an alphabetical list, containing a separate description for each, till more than two hundred thousand individuals were exhausted. How long would it take the student to master, say, fifty thousand by this method? And, if his memory had accomplished even one-quarter of such a task, would his mind be able, after this, to put forth any power? I think not. And yet, it is neither caricature nor exaggeration to say that those who are expecting a pupil to become acquainted with his native language so as to be competent to its use in works of literature and science, without the aid of Latin or Greek, are vainly expecting him to do vastly more, precisely according to this impractical and barbarous method; for they set him to the task of learning the terms of literature and science, one by one, as so many independent, or detached, arbitrary symbols, which often seem to mean one thing in one science, and a very different thing in another, and to have, perhaps, in common language, an application entirely at variance with both—witness, *attribute, essence, essential, subject, denomination, Gentile, factor*, and so on, *ad libitum*—and they expect him to do all this, simply by force of memory, without the aid of classification or science; and suppose an earnest pupil to have accomplished this, in respect to a great number of words, say the terms used in so many sciences as he has "gone over," what is he to do with the almost numberless shades of thought which these same words, and many others in general use, may be made happily and forcibly to express under the manipulation of a skillful writer who had the seeds of words sown in his soul when he studied the classics in boyhood?

It is necessary here to revert to the law of mental growth and ask what a weakening process is it for the mind thus to be set to learning the meaning of words by being told what they mean, instead of being furnished with the materials and allowed the gratification of using the higher mental energy required to discover to his own consciousness just what they mean and why? Here it

will be suggested at once, that we have the whole system and true method of learning our language set forth in our spelling books, with Latin and Greek prefixes and suffixes, and in etymological class books. What more is wanting? To this I say, firstly, that this process but affords the less mental exertion. The facts and laws are to be committed, and but very little chance is given to the student to make the discovery of truth for himself. This method of studying the English is infinitely better than the old process, because it proceeds on the principle of classification, but it lacks the stimulus of the greater and more pleasurable emotion of exercising the greater energy employed in discovery. Some thirty years since, Salem Town, taking the hint from an old author who had made a similar experiment, set the public mind on fire by the publication of his new plan of learning the English language by the Latin and Greek radicals found in its words. This directed the attention of many teachers to this excellent method, and much good was done, even to those who did not become classical scholars. Town's Speller and Analysis were popular, and other scholars, falling upon the same treasure that had been so useful in the hands of Dr. T., published other works; and there are excellent etymological text-books, such as Oswald's, Lynd's, &c.,—the last named being very superior, and yet, in many places, not known, and, perhaps, nearly or quite out of print; and why is this method apparently almost falling into disuse? Because all these books are of vastly greater service to those who have a knowledge of Latin or Greek, or both; inasmuch as to such, they are suggestive, and set them upon the right track to a fruitful field of discovery. Every Latin scholar should possess such a work as Oswald's Etymological Dictionary, or Lynd's Etymological Class Book. But a few months' study of the English language, by going directly to the learning of Latin inflexions, parsing, and analysis of Latin words, is, in every instance, when properly conducted, vastly more productive of a thorough knowledge of English words, and of a healthy stimulus to mental energy, than the labor for the same number of years, devoted to the careful study of the best etymological works, under the guidance of the best instructor, unaided by the direct study of Latin. And again, a teacher ignorant of Latin or Greek, is almost wholly incapacitated for giving instruction by means of etymological text-books, being entirely without any means of originality, or of verifying the dicta of the author, or of teaching more deeply than the bare



text, and consequently incapable of driving the didactic machinery by that higher force of original thinking generated by discovery, and without which any teacher, in whatever department, must soon "run down."

The only possibly successful method, then, of learning the English language, is to study it first by means of the learned languages, whence it derives almost every word in its scientific, literary and metaphorical (or figurative) vocabulary, besides a vast number of the terms in common use by the common mass of minds of ordinary intelligence, whether classically educated or not, which terms the shrewdest and best practical men, unless they have learned them by the means indicated, are liable to misspell and misemploy, so as often to bring upon themselves great mortification, and lead the most modest, thoughtful and deserving to distrust their own ability to express their opinions publicly, often when their own interests or those of society imperatively demand that they should do so; and to induce the less scrupulous to seek posts of honor and emolument, by appearing in hired plumage, to claim the homage which they know to be unmerited. What does our nation lose, of moral worth and tried integrity, from this source alone? What would have been the feelings of a veteran editor of an influential city paper of great age and wide circulation, if some one could have shown him his exact position in the literary circle in which "he moved with pomp and circumstance," when, after having given a sarcastic thrust at the stupidity of studying the "dead languages," (as he supposed them to be,) he described, in florid rhetoric, a new railroad *round-house*, characterizing it as an *octagon of sixteen sides!* or of that medical man of extensive city practice, who, after saying that *he* "had never yet found the need of more than one language," alluded to one of his patients as having a "*hepatic* affection of the *liver!*" Both these instances came under my own observation, and enough more, had I taken pains to record them, to make a sizable book, the honor of whose parentage ought not to be given to Mrs. Partington, when there are so many distinguished "matrons of the male sex" who have shown themselves fully competent to utter *facetiae* of this kind, without even a consciousness of their eminent qualifications in this line.

Not to pursue this part of the subject further, but to state briefly the method in which the English language should be studied, and a portion of it mastered, before any of the sciences

are taken up by their text books, some brief compend of Latin grammar should be used containing all the Latin inflexions, and sufficient explanations to enable the young pupil to learn them, not by the ancient process of memorizing all the words, but by learning a few terminations and the method of finding the root, and the process of annexing this to the significant endings, till he is capable of discovering for himself the method of procedure with any word. Then let him begin to parse and analyze verbs, giving, at least, the first and third roots, with a single meaning attached, and find for himself so many English derivatives as he is able, and discover what relation each has to the root both by orthography and signification. After a little, give him English words promiscuously, if possible (unless he is too young), such as he has never seen or heard, but such as are current with those who write the plain Anglo-Saxon in its purity, and such as are derived from the root of the words which he has already parsed, analyzed, and used to form derivatives, and require him to give their *etymon*, i. e., their *radical* or *root-meaning*. As the process goes on, he will be surprised and delighted to find that he had been using Latin words daily to express his own ideas, even when he did not know what his words meant; and he will now begin to learn the art of verbal criticism by correcting himself and others. E. g., he will say, "I never before knew the difference between an *audience* and a *congregation*. There would very likely be a *congregation* in every *audience*, but not *vice versa*; for when M. De Lave walked his rope, at the Falls, there was only a *congregation*." He is learning to think now more correctly, more rapidly, and more profoundly, than ever before; for there is not a new word that comes to him thus, on which he does not put forth such power as he gets some pleasure, and often that which is very intense. Care must be taken, or he will over exert himself from the great delight he finds in a study conducted thus. He feels that he does the work himself, and often becomes impatient of assistance. He wishes to see the new land *first*, and be the first to set his foot on shore. The "blurred metaphor" of the English dictionary, on which he once looked with so much awe, is beginning to lose its reverence in his estimation, for he is getting behind the scene and discovering of what materials it is composed; and sometimes he finds that, in its definitions, very weak broth has been made from very strong meat. Let him proceed in this manner, for all science is *correlated* truth, so that, while this



method is the only true one for learning the English language, it is also the only proper one by which to prepare to read the Latin language, so that while there is no reading of Latin probably, the first year, but the whole time is spent in the parsing, analysis and etymon of Latin words, for the grand purpose of learning the English language in its purity, simplicity, richness, and unlimited capacity and flexibility, should any member of a class thus taught, begin to read Latin, the second year, he would, by its close, easily outstrip all who had spent the first year in learning to read by the ordinary process, while the latter would probably have derived no help toward becoming acquainted with their mother tongue. And here, I suppose, is the whole cause of the odium cast upon the study of Latin by the common people, when, if none but the true method of studying Latin were pursued, I do not believe there is power enough in any board of education, or body of trustees, to keep this branch of study, or this method of learning the English language, out of the common schools. [If this be not so, why is it that many and many a parent has come to me and said, "I did not want my son [or daughter] to study Latin, but if you will only take him under your care, and impart to him that desire to study *anything whatever*, that you have given to my neighbor's boy, who was once just like mine, you may put him into Latin, Greek, or Hebrew—anything that will make him love study and attend to his books—anything that will, in time, make a man of him, for I fear he will be a boy always."]

Many questions arise here, which, had I time, I should be most happy to answer, one or two of which I can hardly forbear to mention, viz : How early may this method of studying English be profitably commenced ? and is not a previous knowledge of English Grammar necessary ? To the first inquiry I reply that the same discretion should be used as in other departments of instruction, while we should bear in mind that, for other branches, the young very early discover a facility and fondness of acquisition, or either a natural incapacity which leads to aversion or a decided preference which secures marked success ; and we should first determine whether the lack, or failure, be in the pupil or in the *method* ; for instance, some, like the writer, are wholly incapacitated by nature for acquiring, under the most favorable circumstances, the first rudiments of music ; others, like a mathematical Professor of the writer's acquaintance, can never be taught the distinction of colors ; and others, again, are like George Combe, above mentioned,

who, after studying mathematics seven years, could not master the multiplication table. But language, being the vehicle and instrument of thought, the grand distinction between man and the inferior animal creation, the only medium for the discovery, preservation and propagation of any knowledge, science or art whatever, and the only one by which any instruction can be communicated, or any mental discipline secured, no human beings, capable of any intellectual culture, can be so constituted as to be naturally incapacitated for the acquisition of language. One language is learned by children with as much apparent ease as another. I have known a little prattler to learn Latin, Greek and English at the same time, each of which formed his first articulate utterances *pari passu*, and hence, with a proper *method*, the age at which Latin may be commenced is not material; but, as I have already suggested, the study of English *word-building*, and practical English orthography and *etymon* of the metaphorical and scientific words of our language, should be introduced as a study into the schools for pupils who have already made good progress by means of the Pestalozzian system of learning the use of those common words which are first learned and first employed by children, as expressive of objects of sense and the actions allied; but, by all means, before they come to the study of any of the sciences. Hence, in the system of object teaching, so called, I would throw out the Latin and Greek roots, except where they occur in short words as descriptive terms of familiar objects. I consider it as an absurd and pernicious waste of time to carry the young mind through the terms of the arts and sciences, which terms, however familiar he may become with them, must ever be barbarous until he comes upon them by the natural, scientific, easy and delightful method of *discovery* which I have pointed out. Let him be told that "*in-com-bus-ti-bil-i-ty*" means "that which cannot be burned," and a hundred other similar things about words of this kind, that his young vocal organs can scarcely yet utter, syllable by syllable, and, though he may credit the assertion, and be proud that he can repeat the definitions of so many long compounds, he has *learned* nothing; he has been *taught* nothing by this process of committing the *dicta* of his books and his teacher; but let him learn, at the proper time, and by the true method, that the root *ur, ust*, means *burn*; and that, from these few letters, as a seed, or bulb, grows up a fruitful tree: let him be taught to plant such a seed and rear the tree himself, and then he has put forth power and gained more

than as much additional force. When he has once learned to sow and reap in this manner, if he is told that "*asbestos* means *incombustible*," he will ask *how*, or *why* does it have such a signification? and if he cannot find it in his Latin roots, he may, sometime, learn that its Greek root has nothing to do with *caustic*, burning, but is concerned with *putting out* the burning; and that he has been *deceived* by the definition; that *asbestos* never meant and never can mean anything but *inextinguishable*; and then he will be anxious to know *why* it was applied to a *stone* which will not burn at all. In time he will continue the search, will ascertain that this mineral was at first called the "*Cyprian stone*," from the place of its discovery; that it was a great desideratum [*desidero*, *desiderium*, a feeling of *want* or *lack*, sometimes called *desire*] among the ancients to find a lamp whose wick would not *char*, or turn to *carbon*, for such a lamp would never go out, so long as supplied with oil, and could be left in a tomb or a temple for any length of time, with an assurance that it would continue to give light so long as its fountain of oil continued to flow at a given rate; and that a certain Greek—the *proto*-type of the Yankee—made a *lamp-wick*, of Cyprian stone, which would not *char*, and called it *asbestos*, or in-ex-tinguish-able; and that this finally gave a permanent name to the stone itself. In this illustration I have made use of an actual occurrence which came under my own observation; and must let this one serve in lieu of similar incidents enough to fill a volume, all going to show with what avidity pupils will study a science by the true method, how many of the correlated truths of other sciences they will learn while pursuing a single branch, and how rapidly and how *healthily* the mind *grows by its inherent energies* (*inworkings*), by such a method. I have reason to believe that an eminent geologist owes his introduction to his favorite science and his true inspiration or love for it, to this method of studying the English language.

It will hardly be necessary now to say, in answer to the question about taking this branch of study before learning English grammar, that this method should be commenced before the pupil has sufficient maturity of mind to understand the philosophy of language, or to comprehend, with any success, the intricacies of syntactical relations, both of which belong to the very foundations of English grammar, and no one should take up this branch while its whole nomenclature would be to him a barbarous language, each term of which must be grasped, as given in the definition,

and held by mere force of memory. Who ever learned the true force of the subjunctive mood till he learned the *etymon* of *sub* and *junct*, so as to be able to feel their *power*? As to how long this study is to be continued thus, I need only say, that the longer time any one can enjoy an exercise so delightful and so practically useful to every young mind, in a great many ways which I have not space here even to suggest, the better. After the first year, in the majority of cases, and before that time in many, the mind of the student thus trained, will have acquired so much more ready available mental power, and so much greater facility to learn, that he will do more work and do it better, in any branch of science or literature, besides continuing his Latin, than can be done by any one of equal capacity in the outset, who has not had this kind of training in the words of the English language. This has been repeatedly tried, and it is the universal testimony of academies and colleges in which public odium against classical education has established a "scientific course" (so-called), that classical students will carry all that is put upon the "scientifics," and with better ability and with more effectiveness, and take Greek and Latin at the same time. If there are any exceptions to this, they have escaped my knowledge, after many years of experience, and much inquiry.

I must omit to speak of the wonderful facility given to English composition by the study of Latin thus pursued, and to show how the ability to compose is increased when translation begins, and to call attention to the great deficiency of eminent men in this respect, who have been thoroughly trained at military or other schools where the classics are ignored, and who, perhaps, by real mental worth, have risen to the summit of earthly fame and cannot make a speech or write a letter. But, perhaps, I ought not to omit to speak of a deception often practiced upon the masses and sometimes by men who should be ashamed to be thus contributing to mislead. It is often said that classical words constitute a very small portion of the English language, and from this an attempt is made to assign to the study of the classics a proportionate inferiority. It is an irrefutable answer to any such insinuation to state the simple facts. First, all our books in every art and science would be entirely destitute of any language in which to express its truths, if deprived of their classic-born nomenclature. I have not room to illustrate—let any one try the experiment. Begin with English grammar, or any other branch of study, and see

what this pompous falsehood makes for an argument against classical studies. Secondly, our language will not grow and bear fruit from its native stock. Try this. I cannot give a whole volume of illustrations here, but one could very quickly be gathered. Thirdly, the new words introduced into our language so readily and so beneficially of late, which are often so expressive, come nearly all from Latin and Greek roots, and how are we to know these, unless we know the root whence they came? Fourthly, what sort of an argument is that based upon mere *numbers*, where the particles, which connect words expressive of thought, have as many votes as those by which we think. E. g., suppose I say, "*I did not design to be sarcastic*," five-sevenths or upwards of seventy *per cent.* Anglo-Saxon, and but two-sevenths, or less than twenty-nine *per cent.* of classic, says the industrious *counter*; but throw out the classic element, dismiss all the natives but the negative particle, and what is left? No *intended sarcasm*, the whole idea more tersely expressed. Let any one pursue this experiment *ad libitum*. I might go on, if time would permit, up to twenty-fifthly, but I will close by a single question, followed by an illustration. Are men of learning who put this as an objection to classic study as an absolute necessity for English scholars, serious in what they say? Let me earnestly disclaim any intention to say that they are not; nay, even go so far as to say that I believe that the ablest and best of them *think that they are so*. But it will certainly be fair to take an illustration from an author who, as a scholar and popular lecturer in this department, stands, in many respects, at least, at the head of those who have brought this subject to notice on this continent; and certainly he, if any one, is capable of writing the English language in its purity and perfection "with good Anglo-Saxon words," unmixed, and free from the meretricious and tawdry adornment of foreign classic terms. I will, therefore, quote a single sentence bearing directly upon this question from Marsh's Lectures on the English Language, page 86, in which the italicized words which occur are to be particularly noted, both as to their force and *fittingness*, both to express, and to *illustrate*, the sentiments and logic of the gifted writer.

"Further *study* would teach him that he had over-rated the *importance* and *relative* amount of the *foreign ingredients*, that many of our seemingly *insignificant* and *barbarous consonantal monosyllables* are *pregnant* with the mightiest thoughts, and alive

with the deepest feeling ; that the *language* of the *purposes* and the *affections*, of the will and of the heart, is *genuine English-born*, that the *dialect* of the *market* and the fireside is *Anglo-Saxon* ; that the *vocabulary* of the most *impressive* and *effective pulpit orators* has been almost wholly drawn from the same *pure source* ; that the *advocate* who would *convince* the *technical judge*, or dazzle and confuse the *jury*, speaks *Latin* ; while he who would touch the better *sensibilities* of his *audience*, or rouse the *multitude* to *vigorous action*, chooses his words from the *native* speech of our *ancient father-land* ; that the *domestic* tongue is the *language* of *passion* and *persuasion*, the foreign of *authority*, or *rhetoric* and *debate* ; that we may not only frame *single sentences*, but speak for *hours*, [of course write as well] without *employing a single imported word* ; and, *finally*, that we *possess* the *entire volume* of *divine revelation*, in the truest, *clearest*, *aptest form* in which *human ingenuity* has made it *accessible* to *modern man*, and yet with a *vocabulary*, wherein saving *proper names* and *terms*, not in their *nature translatable*, scarce seven words in the hundred are *derived* from any *foreign source*."

About seventy-five words borrowed from a "*foreign source*," to help our mother tongue, say that they were not needed for this or any other purpose by any English speaker or writer ! One word in regard to what is said of the "*volume of inspiration*"—(Bible). By counting, Mr. Marsh tells us, that this book is found to contain but seven *per cent.* of foreign words ; but he did not tell us that 35,563 of these words are repetitions of the word *and*, nor how many times we should find *of*, *the*, *in*, *for*, etc., etc., nor what is the *relative* value of the untranslatable words to which he refers : e. g., such as the Greek *Apostle*, *Christ*, *Deacon*, *idol*, *plague*, etc., or the Latin, *divine*, *conscience*, *grace*, *Mediator*, *Redeemer*, *Prince*, *glory*, *punishment*, *eternal*, *repentance*, *patience*, *experience*, *doctrine*, *resurrection*, *prevent*, etc., etc.





## LITERARY EXERCISES IN ACADEMIES.

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Some of us may possibly remember when we were boys just entering for the first time, the threshold of the academy, or other high school, and possibly we may remember how inexperienced, jolly green we were in those more or less distant days. We can call to mind too, having just laid aside the implements of the farm or the work-shop, in what regal splendor the grounds and buildings were spread before our excited admiring gaze ; how unwillingly we were made to know that mud and filth were the necessary accompaniments of rain and sour weather, in those enchanted regions, with what a thrill of joy we beheld, for the first time, the good, the noble preceptor and preceptress, their countenances beaming mildly and benignantly upon us, as though in us they saw the future greatness of our country. It is barely possible that we read their countenances wrong, or that those personages have slightly degenerated since that period.

Then came the study and recitations ; and if heaven has given us the power to see ourselves as others saw us at that time, we can recall our awkwardness before the class, how wide we did shoot from the mark in spite of our grandest efforts, the sly snicker of our mates, and the quiet encouraging word from the teacher, till at last confidence and strength came slowly to our aid. Before many days, however, with some trepidation and a little secret pride, we heard our names announced among others, to furnish an essay for the following Wednesday. We had never in our whole lives, perhaps, composed a line, but in the confidence of untried strength, we felt that we could move the mountains, and melt the hills to tears. Lo ! what a signal failure was ours. With pen in hand for hours we sat. Thoughts eluded us like shadows of fleecy clouds over the far-reaching prairie. As futile were our efforts as the grasp of the child for the stars. Weariness and sleep overcame us. The time drew near. The kind, good preceptor gave us another week. How we would in that time accomplish the great work. At length the meager production



was completed. How carefully we folded it from the sight of every intruder. Shame and pride wrought our self-consciousness to a high degree. The whole world knew of our effort, but its judgment should not be rashly summoned. It was too sacred for vulgar eyes. Our first sweetheart alone should peruse its hallowed page, for there were only about eight lines. And she said it was so nice, so full of good thoughts, that we gave it over to the teacher with ill-concealed satisfaction. At length it passed the ordeal and was returned. But, oh! how defaced! how marred! With hurried hand he had written in the margin, "Be careful about blots, *nine* are too many for one short essay. Your attention is called to the first sentence, viz: 'Spring is the most pleasantest time of the year.'—Grammatical error, etc. Again, the last sentence but one, 'The ox is a *nobul animil*.'—The words underscored are misspelled, etc., etc." How impotent was language to express our disgust with ourselves, our rage with the teacher. And when we thought to retrieve our good name at declamation, we stumbled and fell headlong upon the rostrum. Alas! the mishap closed our utterance, but opened the fountains of our tears. Kindly the teacher excused us from so embarrassing a position, saying, perhaps, that we had a good voice and manner, and would do well another time.

To-day even, notwithstanding the great improvements in our schools, literary exercises in our academies are a serious, dreaded business to many of the students, and an unwelcome task to some instructors. The burden is thrown upon the pupil without any preparation, and hence he flounders about, as in thick darkness. Young persons, almost men and women in stature and years, often enter the academy, who have never attempted an essay, or even a letter scarcely, having what is called a good common school education, and who firmly believe that the duties known as literary exercises, are all stuff and nonsense. They are without sufficient knowledge and experience with the world to appreciate their use in practical life. Their aspirations do not lie in that direction. Pride and ignorance tend to stimulate opposition to, and even revolt against, these meaningless exercises. This state of things on the part of the student, will sometimes beget indifference and neglect with the class officer. Is it strange, therefore, that students do often complete the academic curriculum, and enter upon the college course, or go out into the world, without being able to

express their thoughts upon paper, or even to utter them with any degree of ease or accuracy?

It is proposed in this paper to remark briefly upon the object of literary exercises in our academies, and the means which may be employed to accomplish the object; and in the first place it may be stated, that the aim should not be to make great writers or speakers of the students. Such a mark is too high for them. Instead of kindling the ambition of the learner, it will, in many cases, prove a lasting discouragement. The gulf is too wide for him. He cannot overleap it. Continents and oceans lie between him and the end to be gained. And in the event of rapid growth, he will be too apt to fancy that he is nearing the goal, and slacken his efforts accordingly. Rather let the facts appear before him in real living colors. Let him understand that he is to learn to utter his own, or the thoughts of another, with freedom and force, in the presence of any audience, upon the street, before a knot of neighbors, or upon the rostrum or the stump, to the assembled multitude. Let him be taught also that the pen of the ready writer is plumed for its mission only by patient, careful thought and research. No flimsy rhapsody, no wild unstudied statement can ever avail to move, or arouse in the right direction the intelligence and coöperation of good citizens. As in the ordinary walks of life, experience gives strength and vigor, and in the various professions, long-continued effort and practice make men valuable, so in this little matter must the student be trained to patient persevering labor, reviewing his work from time to time, writing and rewriting his argument, until it shall assume proportions and a state of perfection satisfactory to his best understanding.

An object of importance to be gained by the student in these exercises is confidence in his own opinions and views; such assurance as will enable him to meet opposing statements without shrinking, and to weigh them with candor. At the outset, the learner will very likely have too much pride to give an unbiased expression to his thoughts. The most common-place topics will assume in his mind an unnatural importance. Every blow aimed at his argument will be sure to hit him, and writhing under the pain inflicted, he will strike wildly about, without plan or purpose. This excessive self-consciousness must be toned down, until he is enabled to see things and estimate thoughts objectively—a hard lesson for many to learn, but valuable as any event in the life of the student.

It should be distinctly understood and impressed upon the mind that these exercises have a direct bearing upon every day practical life. Time is seldom wasted in studying the use of language. As a medium of communication between man and man, a vehicle for the expression of thought and emotion, it has all the varieties from the old go-cart that travels the road over so thoroughly, to the superb turn-out gliding through the streets of our cities ; from Jonathan or Teddy on the witness' stand describing the last night's broil, to the elegant periods of an eminent divine, or the telling words of a distinguished jurist. And it becomes the imperative duty of the student to avoid speaking or writing at random, to become acquainted with and to use the best forms of expression, to talk his best in conversation, as he has learned to write in a style the most approved and acceptable. The interests of education demand that our youth should be early instructed in the development of their conversational powers, to use the right word in the right place, to employ fewer terms with more meaning, to become more studied in expression and less emotional. Without these attainments we cannot become an educated people in the best signification of the term. And it seems to me that these exercises constitute the beginning of this culture. It may be said, and the argument may be good, that these constant efforts at precision and elegance would deprive our language of its bloom and fragrance ; and yet we are apt to extol the Greek and Latin for these very qualities.

There are several specialties that may be noticed, and they should be carefully watched in conducting the exercises in composition writing. The first I name is the mechanical execution of the work. It will possibly answer for lawyers to draw legal papers in such a manner that nobody can read them, not even themselves on the following day ; it may do, perhaps, for doctors to make prescriptions in hieroglyphics, but the young learner should be given to understand, that there is beauty as well as utility in a fair, legible handwriting, a neat, clear page, and evenly arranged margins. It is true that slovenliness and other irregularities are sometimes attendants upon genius ; but they should always be set down as faults more or less injurious, and not even dignified as doubtful virtues. They are the legitimate marks of ill-breeding, loose training, bad taste, and not unfrequently they proclaim dissolute habits. Neatness and order are grand essentials for the young person preparing for the duties of a business career.

And in these essentials I would have the student trained with special care, even to the filing of a paper passing through his hands. It has happened that students in college, and business men were entirely ignorant of the fact that one way was preferable to another for folding and filing a written document. But aside from its practical bearing, as a matter of general culture, the subject demands careful attention from the instructor.

Many young men and women entering upon a course of instruction in our academies are lamentably poor spellers, and indeed the same is true of a large class of the community. The pastor of a church addresses the teacher of his son as *principle* of the academy. A presiding elder, writing to the superintendent of an institution, mentions the ill *helth* of his daughter. A graduate of college writes to his friend that he has at last *concented* to accept the principalship of a certain flourishing academy. A young man, educated at an academy, and now in business, writes that he has more business than he can "ten to," meaning, attend to. A gentleman resided in New England, the land of schools and scholars, spells Chautauqua, shar-talk way, and this upon the envelop of a letter. Instances might be multiplied indefinitely in which the native American English is murdered by wholesale in its very infancy. I venture the opinion, however, that it is not a matter of surprise that the orthography of our language should be so indifferent among persons more or less educated. To a foreigner, a novice in the use of English words, the letters, as has been aptly remarked, seem to have been tossed into a hat, well shaken, and then drawn, without sight, arranged in rows, terminating the words at convenient points. Indeed, our best authors of school spellers have been unable to so systematize the rules for the orthography of the language, as to enable the learner to acquire it with any degree of readiness. To write words with accuracy requires constant diligent attention to the words themselves, and generally in connection with their meaning. A life-long pursuit is orthography, and the instructor in the academy should not ignore the fact. However satisfactory the previous training of the pupil may have been, the essay must be guarded against the errors of false orthography.

Nor of less importance is the construction of the sentence, the right use of words and their collocation therein. Grammar as an art is, or should be, taught to the child early in life, when lisping its little evening prayer, or prattling with its mates upon the

street. It is often, however, neglected, and the greater part of the work of accomplishing it must be performed in the academy. If rapid progress is to be made, every exercise should be caused to assume the importance of a written essay. Let the pupil write the sentence he utters, and see for himself if it will stand the test of good usage. Various means may be employed, any of which will do excellent service, if it do but make every uttered thought of the student to stand out like an instrument of record, for reference and inspection.

Thought is an essential element in the essay of the student, as well as in the writings of other people. Alas ! for the production that has a lack of ideas. In reality they constitute the warp and woof of the intellectual fabric. Words and sentences are but the media, and no matter how elegantly drawn or fine sounding they may be, they can in no sense take the place of the thought. These statements are made simply as matters to be kept constantly before the mind of the learner. Much might, but surely little need be said in regard to literary culture, as a necessary basis for these exercises. There must be a fountain, and the more perfect it is the greater and purer will be the supply. Observation, reading, careful study and much reflection are the chief sources, and to them the earnest, considerate instructor will constantly direct the attention of the student.

The means that may be employed to secure the growth of the student in his literary duties are various, too numerous to be mentioned even by name in this paper. Each instructor will have a method of his own, modified, of course, by comparison with others, and his own way will be the best instrument in his hands for securing the object in view. In the working out of any plan, there should always be a wise reference to the specialties already named, as well as to others of equal importance, perhaps, not mentioned. But the labor of the instructor in the academy is materially relieved and advanced in proportion as the pupil has been well trained at home, in the primary and the grammar school. How much more satisfactory will be the advancement of the student if as a child he has all along been well instructed in orthography, object lessons, dictation exercises and impromptu composition. If this early training has been neglected, he should, to a certain extent, begin at the foundation, when he enters the academy.

A few words may be offered with regard to a definite plan for

conducting literary exercises. I choose the following. Having divided the school into as many rhetorical classes as are required, assign each class to a teacher, who is to become responsible for the performance of the duties in his class as class-officer. Each class is then divided into three sections. The first week of the term, the members of section A will write essays, which will be assigned to different members of the same section for criticism. Section B will declaim. Section C will rest. The second week, section A will criticise the essays assigned them the first week. Section B will present essays to be assigned as before to the members of that section, and section C will give declamations, and thus continue the programme through the term. The essays and criticisms should, in every instance, be read by the author before the class. This method gives each student a duty to perform every week, while the change from one duty to another adds to the interest and life that should always attend these performances. The method of criticism by the student may be regarded as a chief excellence in this system. The person criticised is kept continually on the alert for faults in his own work, and cheered with the hope that if he receives a blow he will be permitted to repay in kind when his turn comes; while the critic, having the specialties previously named, viz: mechanical execution, orthography, etc., as a basis and guide in his review, receives like inducements to do his work well. If the latter does not perform his duty satisfactorily, the essay should be returned to him for review the coming week, or if the person criticised feels himself aggrieved, he may have the opportunity of replying, correcting the critic, and defending himself. All these exercises should, of course, pass under the immediate supervision and direction of the class-officer, and before the term has advanced many weeks, the students will be found earnestly engaged, devoting all their spare time to the work of preparation. A word in regard to declamation. The term is rather unfortunate. Without explanation it may and often does signify to the beginner loud and boisterous talk, ranting, and contortion of the limbs and body; but rightly understood it has reference to conversation properly carried on in the parlor or upon the street, the statement of more important truths and arguments in the presence of a select or miscellaneous audience, and it may sometimes rise to the utterance of pleasant or painful emotions, or towering vehement passion. With this view let a piece or passage be selected and well committed, the meaning of



the author and his surroundings fully explained by the teacher. The learner is then prepared to make the sentiment his own; but before his appearance in the presence of the class, he should always have the benefit of a private rehearsal, the advantages of which are too evident to need a remark. At the close of the class exercises, the school may be summoned together, and selections heard from the performances of the previous week. The best ones being selected, they will have the advantage of fair examples, and be inspired to a more faithful execution of the duties assigned to them.

All these things properly attended to, say my hearers, will require a large amount of time, more than is customary, and, perhaps, allowable. Very well, let the hours be so taken, even to an entire day. The object to be gained is well worthy the time and effort. By these exercises the students are taught to think and reflect, to make record of their best thoughts and reflections, and to utter them in a becoming manner. They are the culminating point to which most of the school duties, in study and recitation, disciplinary and developing, are directed. Through these exercises the student reaches the manhood of his education. Therefore one-fifth of each week is not too much, if indeed so much time be needful, to carry forward, wisely and advantageously, the literary exercises in our academies.

In conducting the exercises, but one distinction need be made in behalf of the ladies of the class. They may be allowed to read an extract instead of committing and reciting it. I see no reason for further qualifying the training of the girls and young women attending the academy. But this is not the time to argue the question.

The plan already stated—if I may be allowed to refer to my own experience—has been adopted in the institutions with which I have been connected, for several years, with satisfactory results. Indeed, it has never failed to develop a condition of things highly gratifying to the instructors. Much trying labor is a necessary attendant, but the sower of the good seed may also reap an abundant harvest in the growth and development of his students.

## HOW TO READ.

BY ALDEN B. WHIPPLE, A. M.

*Principal of Lansingburgh Academy.*

Gentlemen—A brief essay on a method of learning to read may not be inappropriate before the members of this Convocation.

If we look into the Report of the Regents, we shall find a number of academies in which are reported “no classes in reading;” many academies in which, during the week, a class is exercised in reading only once; some twice, weekly; and others, daily. In these latter institutions, however, the higher classes do not read. The reason assigned is, want of time. Other studies are deemed to be of more importance. With such reasons your present essayist takes issue, and will present his views. It may possibly appear in the discussion, that true educational economy will consist in giving much more time and instruction to the classes in reading, since, by so doing, habits will be formed enabling the pupils to understand more quickly and thoroughly any lesson assigned to them; and so the time spent in the reading exercise will be more than gained for lessons in any department of science.

Perhaps many of you can recall to mind, as I can, all your instructors in reading. At any rate, through public school, academy and college, I cannot recall a teacher who gave me any other instruction in reading than that referring to pronunciation, inflections and pauses. And our reading books seem constructed on a similar plan. In most of them, from fifty to one hundred pages are filled with definitions and rules for orthoëpy and expression, embracing articulation, syllabication and accent; tonics and atonics; diphthongs and digraphs; consonants and cognates; alphabetic equivalents and slurs; inflections and force; circumflexions and pitch; and so on, with all kinds of marks and points down to the subdivisions of a comma. Most of these are found in our spelling books and grammars. As specimens of definitions they are good; but in reading, how many of them are of any use save to the elocutionist. And even the good speaker gives his intonations and inflections according to his idea of the sense, and



if need be, makes his rules afterward. But not one in a hundred becomes a public reader or speaker, and we know that more than ninety-nine per cent. of all our reading is done in silence. Oral reading is designed to convey information from the book to the hearer ; and, insomuch, correct pronunciation is desirable. But it seems to me that in teaching we should remember that most of our reading is for personal information. Studying a lesson is nothing more than reading it, while merely committing it to memory is not reading it. Our aim in teaching should be to make the pupil comprehend and then retain the thoughts of the author studied. To do this we must early and persistently teach him how to read by himself.

So long as pupils are under our instruction, every reading lesson, as well as recitation, should, at the end of every sentence, have this stereotyped question, "What does it mean?" During a public examination how many teachers dare to ask for definitions and allusions, lest the questions remain unanswered. They might, possibly, obtain some such result as follows: During the past year I, one day, heard the reading exercise of a class, whose lesson was "The Battle of Warsaw," commencing thus :

"O sacred truth! thy triumphs ceased awhile,  
And hope, thy sister, ceased with thee to smile,  
When leagued oppression poured to northern wars  
Her whiskered pandours and her fierce hussars."

A young lady, not long in school, but considering herself a good reader, was called upon to read the stanza of which these lines were a part. She pronounced all the words correctly, and seemed to think she had done very well. My first question was, "What is the meaning of the word *leagued*?" After hesitating a moment, she answered, Yankee-like, "A league means three miles, don't it?" I next asked, "What is the meaning of *oppression*?" Insisting on some kind of an answer, she gave the following: "Oppression means making one do what he don't want to." "What does *poured* mean?" "To empty out," was the answer. "What do you understand by *northern wars*?" Answer, "The rebellion." "What is the meaning of *pandours*?" "I don't know." "What is the meaning of *hussars*?" "I can't tell." Let us now translate these two lines according to her definitions, and see how clear a view she had of the poet Campbell's idea. "When three miles of making one do what he don't want to emptied

out into the rebellion her whiskered I don't knows, and her fierce can't tells," etc. Surely, if the author could have heard her explanation of his idea, he would have repeated the first two lines :

"O sacred truth, thy triumphs cease awhile,  
And hope, thy sister, ceased with thee to smile ;"

Though, I think, he would have smiled himself. The truth is, the girl had learned to pronounce words, but had never learned to read. Had she consulted Webster's Unabridged, she would have found the meaning of every word—that "pandours" were light infantry or foot soldiers, so named from a mountainous region in Hungary where they were first enrolled, and that they were in the Austrian service—that "hussars" were the national cavalry of Hungary, armed with saber, carbine and pistols, and that they received their name from the fact that every twenty families were compelled to furnish one mounted soldier with horse and equipments, the word being compounded of "twenty" and "family," thus embalming, as it were, the history in the word. Had the girl consulted the American Encyclopædia she might have learned enough of the history of Poland to tell what nations were leagued for the dismemberment of that unfortunate country.

The pertinent question of Philip to the eunuch, "Understandest thou what thou readest?" should be often on the teacher's tongue. All needed books for aid should be at hand for the use of the pupils. Lexicons and encyclopædias are so many helps to read understandingly. Let their daily use be tested by asking the pupils to give the meaning of the author as he understands it. Thus will be cultivated the power of expression, a power greatly needed. For it is one thing to pronounce the words of a thought already expressed, and quite another thing to take the thought and clothe it with fitting words. This is required in the study of languages, and this it is that gives to the classical students such facility in the utterance of their thoughts.

While much is said about the correct pronunciation of the words, let more be done concerning the correct meaning and expression of the thought. Better far that we should mispronounce than misunderstand. Better a discord in the ear than in the mind. I hold that the right understanding of the words, as arranged in the sentence, is the best help for correct enunciation.

But what I plead for now is the imperative duty of teaching our pupils *how to read* for their own highest good. So long as they are our pupils, let them daily read and be required to express, as fully as possible, the thought of the author. The benefit of this will readily appear to all who understand the power of habit. Drill pupils till they acquire this habit of careful reading, and then it matters little what they read. If they read geography, the map of the world must appear before the eye of the mind. If they read history, facts, their causes and influences, will be marshaled into their proper places. If they read mathematics, every sign and symbol will be understood, and the end sought in every proposition will be reached by appropriate steps. If they read grammar, they will perceive the natural classes and uses of words, and the appropriateness of that syntax which holds all our words together, as the string holds the necklace of coral, pearl or gold. If they read physiology, they will have as clear an idea of the functions of all parts of the body, and the method of keeping them in healthy activity as the author has expressed. And so with æsthetics, ethics and metaphysics. In thus teaching we show our pupils how to get before their own minds the opinions of the authors read. The discussion of these opinions, whether right or wrong, will be more easily carried on when the opinions themselves are clearly understood. But I am not treating of discussion or criticism, but of learning how to read. These in their proper places. Suppose, now, we take our pupils as soon as they come to us for instruction, and give them, daily, this kind of drilling, and hold them to it till the day they leave us, will they not go out into the world better readers than many now do ?

The lawyer examining a case, or the divine his text, knows what I mean by reading ; and more than this, they know how much better it would have been for them, had their early teachers thus trained them, instead of leaving them to find it by experience.

In this method of teaching, the English student has the same kind of drilling as the student in Latin, and will be behind him only so far as he has examined a less number of words. So far as he does read, he understands and can tell what he has read.

In conclusion, would not more time spent in thus teaching *how to read*, make better scholars, even though they read fewer books ?

## THE NATURE AND METHOD OF TEACHING MATHEMATICS.

BY WILLIAM D. WILSON, D. D., LL. D.,

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In venturing upon a subject so far from my more appropriate sphere, I feel that an apology is due to the many able and skillful teachers of mathematics who are here present, or to whom this essay may be submitted. With me mathematics has been both a matter of interest as a subject of philosophic investigation, and of amusement and recreation, when fatigued and exhausted with other duties and studies; but my apology for thus venturing to enter into a field which belongs appropriately to others, and is beyond all question filled and cultivated by those far better than it could be by me, were I even to devote my entire energies to it, may be stated as two-fold.

1. It often happens that our greatest minds, and those who are most thoroughly conversant with a science, and especially if it be a profound and comprehensive one, are not the best teachers in it, are not, perhaps, very good teachers even, for any except those who are, or were, as far advanced as themselves. We often find, and I think it generally the case, that young graduates make better teachers for our younger classes in college than the professor with his maturer scholarship and riper age.

2. We learn all things by contrast and comparison. It is said that not a language spoken by any savage nation has a word to denote the savage mode of life, any more than a word to denote civilization. So in every community; the man who has been brought up there, and has always resided in its midst, has allowed many of the characteristics which are most peculiar to and distinctive of its civilization, to escape unnoticed. The best of the smaller treatises on the English Constitution was written by De Lolme, a foreigner by birth and education; and De Tocqueville's work on America stands at the head of all criticisms on our

Constitution and laws—regarded as an attempt at a scientific exposition of them.

Hoping that this apology will be accepted as sufficient, I will, after a few preliminary statements and illustrations, enter upon my subject.

Mathematics, in its most comprehensive sphere, may be referred to five distinct parts :

1. Arithmetic, in which we deal with *specific quantities*. We take *objects*, whether of perception or imagination, abstract from our conception of them all, but their essential existence and, call them "*units*." Of course, therefore, it is no matter what is their size, their density, their composition, their form, or their color. We deal with them only as having being, possible or real.

2. Algebra, in which we deal with the *relations* and *combinations* of quantities. Hence, for numbers we substitute letters or arbitrary signs and symbols, that our attention may be withdrawn from the specific values to their relations, addition, subtraction, multiplication, division, involution and evolution, etc., which are the same in process and in result whatever may be the values attributed to the symbols used, as  $a$ ,  $b$ ,  $c$ , etc., for known quantities, and  $x$ ,  $y$ ,  $z$ , etc., for the unknown. In algebra, we are studying the laws of combinations and transformations and the processes of calculations.

3. In geometry we deal with *magnitudes*. It is sometimes said that geometry is the science of form. But form is also the periphery and limit of magnitude and distance, and incidental to them. We consider objects as simple, incomplex wholes, and apply them one to the other, the known to the unknown, as means of measurement. Hence in every determination of size and distance we determine a point in the form of an object, and all the points when taken together make its periphery or form.

4. *Analytical Geometry*. In this department of mathematics we consider magnitudes as made up of an indefinite number of parts or "*points*." And hence as the letters of the alphabet used in algebra as symbols of numbers denote no specific number, except as we choose to assign them such a value for the occasion, they may be used to denote lines and angles, surfaces and solids, considered as made up of an indeterminate number of parts or points.

From this fact first fully appreciated by Descartes, I believe results the important law, that

Whatever result may be obtained *algebraically*, by means of symbols thus used to denote magnitude, whether lines or angles, surfaces or solids, will be true *geometrically* of the magnitude they are used to denote.

This principle lies at the foundation of all *analytical* mathematics, or rather at the foundation of what is known as the analytical method in mathematical investigations. And from this principle, it results that every algebraic term or *equation* may be changed in form or expression at pleasure so long as we do not change the value of the term and destroy the equation: and every form or phase into which the term or equation can be changed under these conditions will represent a mathematical truth of the object denoted by the term or equation.

It is common to say that we can thus obtain by analysis geometrical truths that are unattainable by the geometrical method. This, however, is probably stating the matter rather too strongly. It is indeed true at the least, that we can attain results by this method that would require a continuity of thought—a power of imagination and a grasp of comprehension that would be difficult if not impossible to most men. And yet I am inclined to the belief on *a priori* grounds that there is no truth pertaining to magnitudes or distances that cannot be proved geometrically if we only have the grasp of intellect and the patience of perseverance that the operation may require.

5. But in the fifth place we have the *Calculus*. In this department of mathematics we deal with *motion*. We consider objects, whether quantities or magnitudes, as the product of *motion* or *growth*, and we measure compute and calculate past, present and future values by the *rate* of increase, motion or growth. And here the element of *time* enters into mathematics just as that of *space* did in Geometry.

We call the increment of any number or magnitude which it receives in a moment of time its differential. But like the point in space, the moment in time and the differential in change, are of no constant or definite value; they are rather most conveniently changeable. We *may* make the moment to be so short as to be indivisible and we *may* make the differential so small as to be less than any assignable quantity. And then if we will be careful to watch the opportunity we may regard it as nothing or zero, neglect it altogether, and derive some most important results from this mode of treating it. But in other respects and for other pur-



poses we may make "the moment" a day, a month, or even a year; or the differential even may come to be of an almost incomprehensible magnitude. All that is necessary for a differential equation is (1) that the moments shall be of the same length of time for both variables and throughout the entire limits within which the variables may change; and (2) that the differential coefficient of the function shall be that by which as a factor it is necessary to multiply the differential of the independent variable for any given moment in order that the change of the two variables may be made equal for that moment.

It is commonly held that the Calculus is a means of carrying our investigations beyond what we could otherwise reach, and of establishing truths that must otherwise have ever remained unknown to us. *Practically*, this is true; but theoretically it is not. For, as I have already remarked in regard to the analytic method, whatever is true of magnitudes or distances at all—or of anything that we can represent by either magnitude or distance—can be proved *geometrically* by him whose mind is equal to the task. Nay, to the Infinite mind it is intuitive, and needs no proof. But for us, and with such faculties as we possess, it is beyond question that truths and facts are brought within our reach by the use of differentials, which neither geometry nor analytics could have enabled us to discover and grasp. In the geometrical method we must follow the demonstration at each step, conceive or imagine precisely how the magnitude is effected or changed, and see by insight that the change in form or position, which we propose to make, does not alter the value or amount of what is changed. But the moment we apply either the analytic or the differential method, this following the object at each step, and seeing exactly how it looks, or is affected, with any change, becomes unnecessary and we need no longer have insight of the effect of what we do as our guide and dependance. We may depend now upon the nature of the process and method we employ. Of this nature we have learned in our Algebra, in part, and we continue that knowledge throughout all the principles and formula of Analytical Geometry and the Calculus. In what is called Descriptive Geometry alone do we make any attempt to continue the geometrical method up into what is properly called the Higher Mathematics.

Of these five methods, Arithmetic, Algebra, Geometry, Analysis and Differentiation (with its converse integration), *two* only are

primarily and in themselves absolutely indispensable—namely : Arithmetic, or the method of computing with specific quantities ; and Geometry, the method of comparing and measuring magnitudes. For (as I have already said), we could, if our minds were adequate to the task accomplish by the mere geometric method, all that we now obtain by the analytic and differential methods, so also, under the same circumstances we could dispense with algebra altogether, and accomplish all that is in its nature at all within the domain of number by arithmetical means alone.

We have then in mathematics two subjects alone to deal with, number and magnitude. But those terms—"number" and "magnitude" are abstract, and denote no ontological realities. We must therefore go a little further in our metaphysics of mathematics before we are quite prepared for our ultimate principle of classification and method.

Number is an abstraction derived from considering objects, whether real or imagined, as having being alone—that is, we abstract or withdraw the mind from the consideration of all their objective, differential or distinguishing properties, and call them "units." But a unit is no reality—it is a pure fiction, the word is supposed to denote something, without size or form, color or density—something that has being, or existence, alone, so that one is not analagous to another—but *one* is another for all the purposes of computation. Thus anything that is, or that may be, conceived of or imagined is a unit, and all the results of our computations must apply to and be true of whatever is, or can be supposed to be, or have being at all.

And so with magnitude, the word denotes an abstraction. In the science that pertains to it, we think of objects—whether real or imagined, as having size, color, and if size, then of course "form" and distance from point to point in the mass or the periphery that surrounds it. But we obtain our conception of magnitude and form by abstraction. We withdraw the mind from thinking of any of the other properties of the objects we see, and then call that which we are thinking of, size, magnitude, form, &c.

So true is this that in those cases where we can see no object whatever, and in the distances of objects one from another—we fancy a substance extending from one point, or object, to another, and call it "*space*." Space is an ontological absurdity. Nothing answering to our conception of it can exist. It has no real properties. Like the point, the line, &c., it is a convenient—perhaps



an indispensable fiction. And the same may be said of "time," or that which is supposed to have protension alone, or extension from one event to another.

Hence in the last analysis Mathematics deals with objects—real or imagined, in the abstract—as being one or many, and as having magnitude or size, and, as incidental to magnitude, form and divisibility, and finally (as in the Calculus), as having grown or increased at a certain rate, or in a certain ratio of time up to their present dimension in space, and perhaps as still increasing or diminishing.

If now we pass to consider the *order* in which these five methods should be studied by the pupil—and this constitutes the real subject, on account of which I have presumed to offer this paper to your consideration at all—there can be no doubt, of course, that Arithmetic must come first. Until the pupil knows that three and two make five, &c., he cannot be made to understand what the signs of plus and minus mean in Algebra. Hence something of Arithmetic must come before Algebra—but for those who are designing to pursue a complete course of mathematics—such a course as is accomplished in our colleges generally—I am inclined to think a much more brief and simple Arithmetic than any of those that are now used would be desirable—leaving much that they now contain until the pupil shall have pursued the higher branches of mathematics.

As between Algebra and Geometry, there is a difference of opinion, and of practice too, as to the order in which they should be pursued. In my early student days, we always studied Geometry before Algebra in the schools with which I was then acquainted. And in Harvard University, Algebra is postponed until sophomore year—until after both Geometry and Trigonometry. It is true indeed that some Algebra is required as a preparatory study for admission. I think that something of Geometry should precede Algebra. It seems to me hardly possible to give the student any satisfactory explanation of the use of what are called minus or negative quantities, and the rules for the use of the negative sign in multiplication and division, without reference to the significance and force of this sign, as illustrated by reference to the origin of the coördinates as explained for the purposes of Analytical Geometry. And so with the square and cubic roots and the binomial theorem. They all receive their best illustration from Geometry.

But when shall we introduce the Analytical and the Differential methods? These are the questions to which I wish to ask special attention, and in regard to which my suggestions would make a wider departure from the common practice and usage than in any other department of mathematical study.

I would introduce them very early. Were I to plan a course of mathematics, I would have it something as follows:

I should, of course, begin with Arithmetic, and go so far only as the four elementary rules Addition, Subtraction, Multiplication and Division, with, of course, Fractions and perhaps what is called Reduction. I would then proceed to Algebra, explaining the analytical expressions for the line—the angle—the surface—the solid—by referring to these geometrical magnitudes, and as a means of explaining negative quantities. But in the Algebra, I would omit most of the examples in the solution of Equations, and would go no further than through quadratics and the explanation of Series. Having thus laid the foundation for the Analytical method of investigating magnitudes, I would at once introduce the Differential method. I would then define the Calculus as a method of finding values by the rate of variation. I would explain a differential as the increment of a variable in a given time, both the time and the increment being usually very small. I would then explain the differential coefficient as any number by which the differential of one variable must be multiplied in order that it may be equal to the increment of another variable for the same moment of time. I would then explain the method of finding the differential of the common Algebraic expressions—as the sum and difference of two numbers—that of their product and of their quotient—of their roots and powers, with Taylor & McLaurin's theorems, with the inverse process of integration. And here I would close my Algebra.

At the outset of Geometry, I would explain and illustrate pretty fully the three methods—Geometrical, Analytic and Differential—by solving several problems and proving several theorems in each of the three ways. And having done this, I would proceed with my Geometry, using either method, according as the one or the other of the three just named might seem to afford the easiest, the briefest and the most comprehensive solution or demonstration of the proposition before me. When we come to Trigonometry there must, of course, be an explanation of the

method of finding and using the differentials of the circular Functions and of integrating from them. After this should come Logarithms with the Calculus of exponential Functions.

I have intimated that I would omit from the earlier part of the course if I were designing one for those who can take a *full* course—all those methods of practical application, as Interest Annuities, &c., I would provide for these as practical applications at a later stage, and incidentally as we do now for the application to surveying, navigation, engineering, &c.

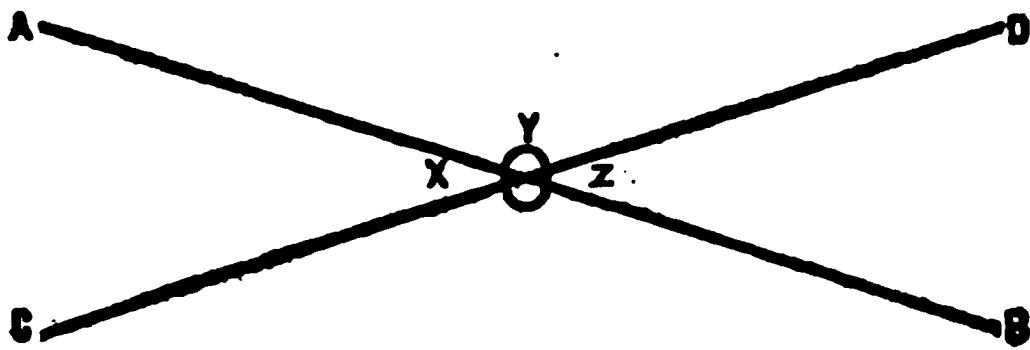
But the main suggestion which I wish to offer for the consideration of the teachers and authors here assembled has already been presented. It is to introduce the Analytical and the Differential methods much earlier than we now do, and in fact, as early as possible in the mathematical course. At present we seem to introduce them only after we have done all that can be done without them as if reserving them for the higher and more difficult propositions alone; whereas, I would introduce them as early as possible in order that the pupil may acquire a familiarity with and a mastery over them by using them in the solution of problems, and the demonstration of theorems that can be solved and demonstrated with perfect ease without them. And for this purpose, as I have already said, I would at first demonstrate several propositions in two or more of the three methods.

Take as an example the XVth of Euclid, which is found in most, if not all, our modern treatises, namely: "If two straight lines intersect one another, the vertical angles will be equal."

Now I presume that a strictly geometrical demonstration for this theorem could be found; but I have never seen one, and it would certainly be difficult to invent one, since the "vertical angles" are regarded as variable quantities. The simplest example of a purely geometrical demonstration is that which is given to the XXVI of Euclid, though usually stated in a different way, namely: "If two sides and the included angle of one triangle are equal respectively to two sides and the included angle of another triangle the two triangles are equal," &c. In this case the demonstration is purely geometrical, and by super-position of one triangle upon the other, and no quantities are regarded as variable.

But to come to the theorem just stated above, the XVth of Euclid, relating to the equality of the vertical angles of two straight lines meeting and crossing each other. Let the lines be

A B and C D, the point of intersection, O, and the angles, X, Y and Z, X and Z being vertical.



For an analytical demonstration we assume that all the angles that can be made around the same point on any side of a straight line are equal to a constant, and always equal to the same constant which we call two right angles, or  $180^\circ$ .

Hence we have—

$$X + Y = C$$

and

$$Z + Y = C$$

therefore by combination and subtraction

$$X = Z$$

For a differential demonstration we suppose A B and C D to coincide, and thus X and Z are equal, both being nothing.

But let A B begin to move on the point of intersection, O, and X will increase as fast as Z, otherwise one line at least ceases to be a straight line at the moment of any inequality in the angles. Hence we have—

$$dx = dz$$

But if two variables, *having the same differential coefficient*, are ever equal at any one moment, they are always equal. Hence

$$X = Z$$

Were I writing for learners in mathematics rather than for teachers and professed scholars, I would furnish many more examples ; but for such as I now have the honor to address, more would be unnecessary, if not presumptuous, in me and tedious to them. Permit me however to state that some years ago I had occasion to teach a young man in Geometry, who, although uncommonly brilliant in most if not all other studies, had failed to accomplish anything in this department of his mathematical studies. He was preparing for college and otherwise prepared ; but his Geometry was to him incomprehensible. The text book used was "Davies' Bourdon." I at last resorted to the method now indicated, using in most cases the differential method without, of course, its technicalities, and the delight and the rapidity

with which he progressed were such as I have never seen surpassed.

In conclusion of my paper, I propose to state very briefly *three* advantages, or benefits, that I expect will accrue from the adoption of the method I suggest.

1. I think that we should make a saving of about one-third of the student's time, or what is the same thing, acquire the usual amount of mathematical knowledge in two-thirds the time now devoted to pure mathematics in our colleges. Or if we choose, we might accomplish a correspondingly larger amount in the time *now* devoted to that department.

2. By familiarizing the mind of the pupil with the Differential and Integral method early in his course, and more especially by the use of it in the solution of the simpler and easier problems, such as can be easily solved, indeed without the use of the differential, he will acquire an early and an easy mastery over this which is perhaps, on the whole, the greatest instrument in the discovery and setting forth of truth that the genius of man has ever been able to invent.

I have already alluded to what seems to me to be a great practical evil, the postponing the introduction and explanation of the differential method and its converse, the integral, until we have come to those questions in mathematics which are beyond our powers without its aid. We thus give the impression, very unnecessary as it seems to me, that the Calculus is hard and difficult of comprehension and produce discouragement and demoralization in our classes to a very large extent before we begin our work. Then, as is natural at that stage of our progress in mathematics, the examples selected as illustrations are but too often if not always such as *need* the Calculus to make them intelligible and comprehensible, instead of being such as have already been easily understood without the use of its formula and technicalities.

But in the order I propose, the pupil will have become familiar with his method long before he actually needs to use it; accustomed to his armor and to all the evolutions of his campaign before he enters the actual conflict in which he needs all this kind of skill for the pressing and instant emergency.

3. My third point I shall only mention. It results from the superiority of the differential over all other methods as a means of intellectual development, and of increasing the powers and

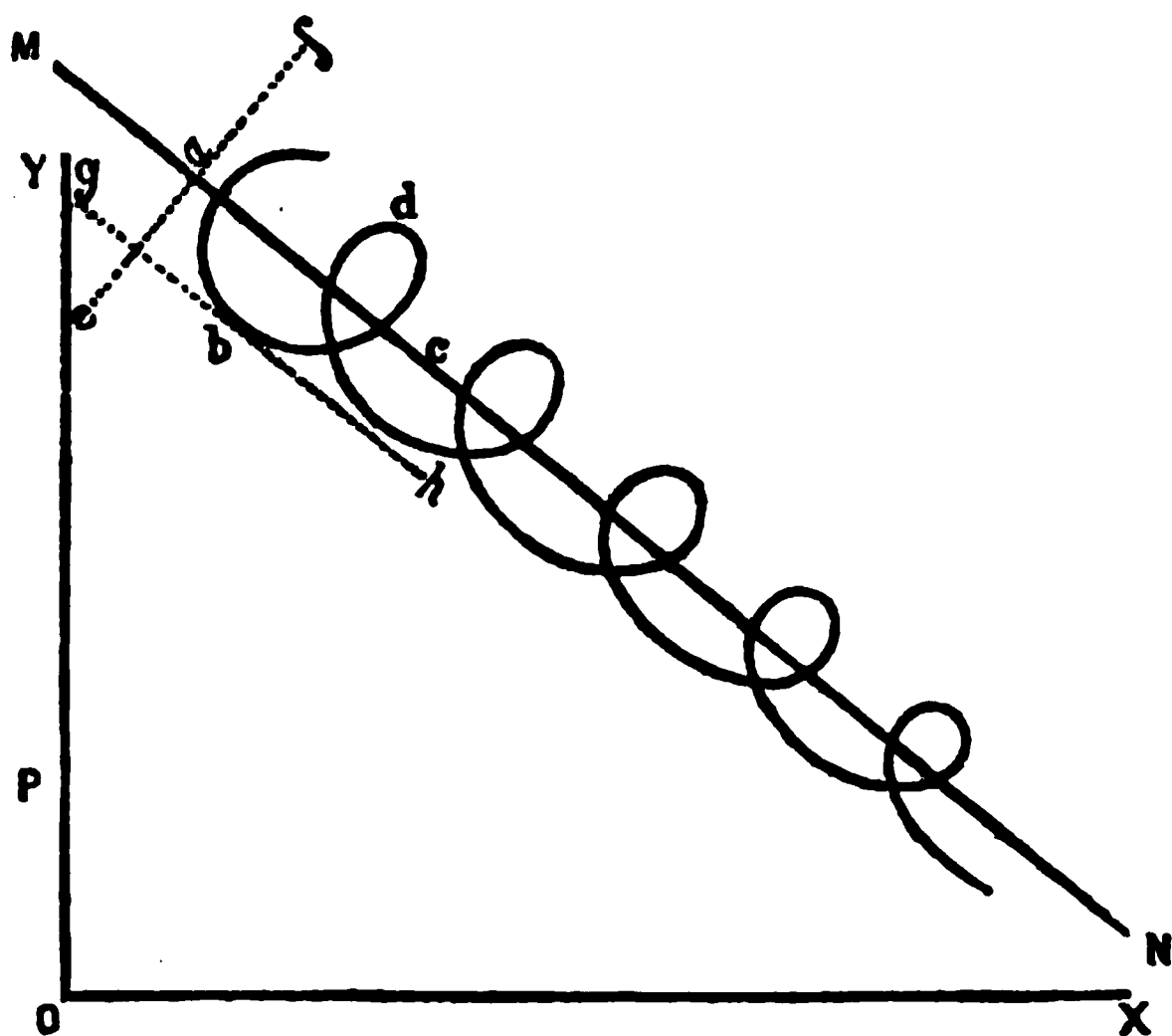
habits of comprehension. Of this superiority nothing need now be said, as it is obvious to all who have any knowledge of the subject whatever. If then we begin to use this method *early*, apply it as a Professor of Mathematics told me he was in the habit of doing to the ordinary business of life, as computing interest, &c., we not only get the minds of our pupils accustomed to its use, but we also get rid of the bugbear fear or dread of the Calculus as something incomprehensible in itself, and what is more we take what I regard as the most effectual means, and use the most powerful instrument for training the mind to those comprehensive views, that steady contemplation of subjects, and that power of grasping a multiplicity of details, and of seeing a subject in all its changes and variations and relations, in which what is called genius for practical affairs, consists.

I am bold enough to think that we scarcely begin to realize as yet the extent to which this method of mathematical reasoning may be applied and made most eminently useful. I have said that mathematics is not my specialty, by any means ; but it has fallen to my lot for some years past to teach Political Economy, and I have been accustomed to express its laws, and principles, in mathematical form, largely using differential equations, and with the most satisfactory results. It will most frequently happen indeed in the present state of our knowledge, and perhaps always, that we cannot find the exact differential co-efficient for the variables we have occasion to deal with. But we can find its *nature*, whether it be a whole number, or a fraction, positive or negative—and what is the nature of the two series into which the successive states of the variable and its function respectively may be expanded. And in this way we can ascertain in a general way, and exactly enough for all the purposes of the science, and the statement of mere general principles—results that are otherwise beyond our reach.

In fact I am accustomed to make the assertion—which will, of course, surprise and astonish the advocates of mere *a posteriori* science—the devotees to the study of “facts,” as they call them, namely : that no law, no comprehension of the facts themselves, can be obtained from a mere study of the facts ; no law can be proved in the *a posteriori* method by induction, average, or generalization—by any accumulation of facts, however numerous they may be.

For, consider, a fact is a mere state, mode or condition of a

variable substance. Take, for example, a piece of iron, whether a gas, a fluid or oxyd ; whether existing as steel in form of a knife-blade or as mere iron in a horse shoe ; it is a mass of variable iron in some one or another of its possible conditions. Now the condition or mode is the essential part of the "fact," as we call it. But this mode or condition is the result of forces of some kind which have been acting upon it ; these forces act by laws which can be expressed in mathematical formula. The "facts" and the "forces" may be obtained from observation ; but the law of their action and their results can be obtained only by reasoning *a priori* from the nature of the forces themselves. Hence these successive stages in the existence and condition of any substance, which we call "*facts*," may be considered as the consecutive differentials of a variable, and any fact itself as expressive of the value of the variable at that stage or for that "moment."



Now suppose these successive stages or conditions of the variable mass to make a curve line of the form *a, b, c, d, e, &c.*, or in fact any curve of the higher order lying in a plane and that *O Y* and *O X* are the axes of ordinates and abscissas respectively. Now suppose an observer to stand at any one point, as *P* (and every observer, except the Infinite Himself, must be confined at any one given moment to one point of observation), and suppose the object to be at that time changing as at *a* in the direction of *f* to *e*, he may get any number of "facts" to prove that the tendency of the motion is from *f* to *e*. If it was at *b* he would in like manner



get "proof" unlimited in amount that it was moving from  $g$  to  $h$ . And so if the observer should see it while at  $c$ , or at  $d$ , he would be able to prove that the law, or general axis, of its motion, which is in reality the line  $M N$ , is not only in the direction  $f e$  and  $g h$ , but in every other conceivable direction. And since the number of differentials between any two points in its progress may be regarded as infinite, any number of facts, if used by mere generalization, average or induction, may be adduced to prove what is after all contrary to the truth, or at least inconsistent with it.

If now we know the forces that cause the motion, and produce the changes we can reduce them to two, and we have the equation of the line, which expresses the law of its motion and change, in the form of

$$y = (f) x$$

and from this we can find not only the general axis of the curve which is the law of the change of the mass, but also the position of the changing mass at any one moment of its existence. And we can see at a glance what it can become, and what it cannot, even without the trouble of computing the precise value of its differential coefficients for any particular time. Or if the line be not in a plane, as I have thus far supposed, then it is, of course, in space, and we shall be obliged to resort to the equation with three variables.

Now there is not a particle or a mass of matter that does not come within the scope of this formula. The condition of the particle, or mass, is "the fact," or "effect," and to comprehend the effect, to understand the past condition and history of the mass, or to foresee its future changes, we must know the causes that now are, have been, or may hereafter be, at work, and the laws by which they work.

A familiar example may make more obvious what I have been saying. Water, as is known, expands with the temperature, according to a certain law, so long as the temperature is between  $39.5^{\circ}$  Fahrenheit, and the boiling point. Below  $39.5^{\circ}$  it expands with cold under a very different law. At  $212^{\circ}$  and above, it observes still another law. Now any number of "facts" may be adduced in proof of either of these laws of expansion, without so much as a hint at any point where the law changes. But without experience of water in the states of ice and of steam, and without knowledge of the forces which cause these changes, we could



have no suspicion that the rate of condensation would not continue from  $39.5^{\circ}$  to  $39^{\circ}$ , as it was above  $39.5^{\circ}$ , or become different at  $212^{\circ}$ , from what it had been below that point.

We may undoubtedly learn general facts by observation and induction, as that all horned animals are ruminant, all resins are electrics, &c. But these mere general facts can hardly be called laws in any proper sense of the word. A law is a rule of action, the rule by which any force acts. And to say that all resins are excitable electrically by friction, is merely to assert a fact. Why it is so we do not know. Both the cause and the law by which it acts are unknown.

What we *assume* in order that we may prove a law by induction, or other *a posteriori* methods, is that the forces that act are always the same, both individually, and act with the same intensity, that all the changes that can take place are in the line (which is assumed to be a straight line) of the resultant. But this is an assumption that takes for granted in many cases more than we know, or have any right to presume. In fact it takes for granted what in many cases we find to be untrue. Take, as examples, the questions in Political Economy—concerning the ratio between the increase of population and the increase of the products of the earth, or the question as to the ratio between the contribution of the forces of nature and that of human energy, in the production of wealth; or, again, the law of distribution, as between capital and labor, as society advances from the poverty of the savage state up to the wealth of the highest civilization, the “law” in each of these cases is found to be an exceedingly complex curve, with many points of inflection and singular points, that at first sight and looked at merely *a posteriori* seem to have no connection with known laws and forces, except it be to set them at defiance and throw distrust upon the whole subject. Nevertheless, when looked at *a priori*, they are seen to be conformable to law, and the law itself becomes intelligible, nay obvious at a glance.

I have spoken of this method of reasoning chiefly in reference to inanimate masses of matter. But man also, and that part of his action which we call moral, falls more largely than we should at first suppose possible into the same category. The best illustration and proof of the fact of moral freedom that I have ever seen or been able to invent is expressed by a differential equation. It is one that I have been accustomed for years to give to my

classes, and I have never known it to fail of giving both satisfaction and conviction.\*

But if we pass from the consideration of individual men and their personal actions to the consideration of them as masses in their social actions and movements, we find that they correspond much more nearly with mere inanimate masses of matter, so far as the laws of their actions and the motives that act upon them are concerned.

In all these cases we can best understand, perhaps I should be authorized to say and fully justified in saying, we can only understand their rules and laws of action when we consider them as products of the forces or motives that led to them. We can, moreover, express this in a formula that will be intelligible at a glance to all those who are at all familiar with the symbols of differential reasoning, and the principles that underlie and explain them.

Nor is this all. If we note carefully and consider the matter we shall find men everywhere—even those who know nothing whatever of the usual formula and technicalities of the Calculus—reasoning in almost every department of thought, on the very principles that are brought out and exhibited, stated and explained in works on the Higher Mathematics. In fact, in our reasoning concerning anything that is subject to change, we may regard that object as a variable, and all our speculations and

\*The illustration or argument referred to in the text having been called for by the Convocation, was furnished somewhat as follows :

The *Effort* required or put forth in the performance of an act may be resolved into two parts, *Motive* and *Volition*, or *Will*. We shall have then—

$$M + W = E$$

I am accustomed to suppose a very simple case—some obstacle on the floor. The *motive* to get rid of it depends upon the amount of annoyance it causes, and to no degree upon the difficulty or ease with which it can be removed. We stoop down and attempt to pick it up, and toss it away under the impression that it weighs but a few ounces. It does not come; we put too more effort—an effort equal to moving five or six pounds—and it comes.

Now stating the above question as a differential equation, we have—

$$dM + dW = dE$$

But as in the case supposed, *M* remains constant, while *E* increases, we have—

$$dW = dE$$

consequently *W* is a reality and a force, since its increment must be equal to the increment of *E*, while *M* is constant, as that which is nothing can have no differential or increment.

Hence we have the inference—which is doubtless true in morals—that in some acts nothing but *Motive* alone is active, as in what the physiologist calls the reflex actions, and actions in which *Will* is chiefly, if not wholly, active; while in most actions it is probable that both *Motive* and *Will* enter in varying degrees of intensity.

inquiries concerning it, the forces that produce it, and the laws in accordance with which these forces act, become virtually, even when they are not stated in express form, a differential equation. It is very seldom, if ever, that this reasoning implies the use of either a circular or an exponential function. And, as I have already said, the precise value of the differential coefficient is seldom stated, and for the most part unknown, and perhaps even the ratio between the rates of variation of the variables is not constant—varying by no known law—and known at most to vary only within certain limits; and yet, notwithstanding all these mathematical defects and deficiencies, the method of reasoning is of inestimable value, and affords results sufficiently definite and precise for all the practical purposes that the occasion requires. And consequently the study of this branch of mathematics, if introduced and used, and explained so as to make its principles familiar to all educated men, cannot fail to add greatly to the ready tact and business efficiency of men in all departments of business, and in all the varied walks of scientific recreation or discovery.

## THE RELATIVE VALUE OF STUDIES PURSUED IN ACADEMIES.

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The object of school education is to discipline the mind by acquiring useful knowledge. This object should be kept steadily in view; by it we should be directed in the choice of studies and the method of pursuing them.

Men will always train themselves for what in their time is considered most excellent. In the early ages, when physical prowess and superiority made the hero, the greatest care was bestowed upon the body; afterward, when the unworthiness of this course was appreciated, the opposite extreme followed, and the mind was educated, to the neglect of the body; and not until the present age has it come to be practically understood, that the highest mental culture is to be attained only in connection with physical health, and that what God has thus joined, man cannot put asunder.

Let us ever bear in mind that God has made all things by some definite plan; that we ourselves, and the external world, are to move by laws of His ordaining, that our highest attainment in this life must be to discover those laws, and our highest wisdom to conform to them. This one fundamental truth, well followed, will save us from a thousand needless errors, will reconcile what otherwise might appear contradictory, and conduct us by plain and natural methods to the object of our search. The most dangerous error has in it a partial truth, and the error is the more dangerous, because, when assailed, it presents the partial truth as a shield, and claims with it a necessary connection. Instances of this are not wanting in the history of education.

Many of our educators, perceiving the inferiority of mere knowledge as an end, and justly ridiculing what they term the "pouring-in process," have made their greatest and sometimes almost their only argument for a given study or class of studies to be the disciplinary value. Now this argument, though very plausible, is fallacious. It proceeds upon the assumption expressed or implied (unfortunately usually implied), that the best discipline

is not to be found in connection with the most practical studies. Has God, then, so constructed my thinking mind and the related objects of knowledge, that I must look in one direction for the most useful knowledge, and in another direction for my highest mental discipline? Do we in fact perform the great and necessary operations of the body or the mind from this motive? No. I do not breathe for the sake of disciplining my lungs, nor eat and drink for the sake of disciplining my stomach, nor pray for the sake of the beneficial reflex influence upon my own faith; but I breathe and eat and drink, that I may live in health and so be enabled to perform the great duties of life, and I pray that I may obtain the very blessings for which I ask.

How does the Indian acquire his remarkable power of detecting by his eye the minutest trace of the footstep. Not, surely, by practicing to discipline his eye, but by trying again and again in actual cases. Why does the athlete train himself so long and carefully, and bring all the muscles to their greatest vigor? Certainly not for the sake of having a well developed body, but in view of the coming contest and the prize which he hopes to win. We go against all the analogy of nature, and do in fact thereby, though unintentionally, impeach the wisdom of our Maker, by supposing that in our studies practical knowledge and mental discipline can be wisely separated.

Illustrations without number might be drawn from the various fields of human labor, to confirm our belief that we shall secure for every faculty of the mind its highest development, by allowing it to perform its natural function, and not by giving it a special drill in some mental gymnasium of our own construction. We should, therefore, in the choice of studies, be guided by their utility, knowing that if we pursue them aright, we shall receive abundant mental discipline. Life is short; we cannot afford to spend half its years in getting ready to learn what is useful.

A school education in our day takes far wider range of subjects than in former days. Every field of inquiry has been more diligently searched, the boundaries of every science enlarged by repeated discoveries, new sciences and arts called into being. But there is a natural limit to the capacities of the human mind, just as much as to the powers of the body. One may lift directly a few hundred pounds, but not a million. The memory of some appears almost infinite, but it cannot grasp and retain everything, and at last it fails. So by the extent of the ever widening field

of human inquiry, and by the very law of limitation in our mental power, we are compelled to choose among the various objects of knowledge. There are, too, important limitations arising from other causes, the brevity of life, variations of health, the pressure of business, the ever-recurring necessity of labor for our daily bread. We may take few studies and go far in each, or we may take more studies and go over proportionally less ground in each. It is desirable that in school we should acquire, at any rate, some general knowledge of the various sciences, and their relations to one another, and then in preparing for our calling in life we can pursue more fully the few studies that our calling more specially demands. So important are the above mentioned limitations, and so urgent the consequent demand, that our colleges are recognizing the claim upon them, and are more and more providing special elective courses.

The shorter the time allotted to school education, the more limited must be the preparatory general survey of studies, and the fewer the subjects of special attention; the more important, too, it becomes for us to be guided strictly by these two principles, that the great object to be sought is utility rather than mere discipline, and that this object is most important when necessity compels us to a most limited range.

Teachers that have been engaged for any considerable time in giving instruction in academies and similar schools, cannot have failed to observe that many students are inclined to pursue studies by no means best adapted to their real wants. This results from ignorance on the part of the scholar, the parent, or, perhaps, the teacher. Take for example the following case, and it is a sample of a large class. A young man, sixteen years of age, the son of a well-to-do farmer, has, through his early boyhood, attended the district school, but, for several years past, being old enough to render valuable service on the farm, he has attended during the winter only. At the district school he has acquired a fair knowledge of the elementary English branches, and has studied Algebra one or two winters. Now he enters the academy, and proposes to attend two years, not steadily, but "*in* winters, and *out* summers," so that his two years of schooling will occupy about five years of time. The question is, "what studies shall he pursue?" Aside from whatever additional study of the common branches he may need, I think the best course for him would be the following: Physiology, Book-keeping, History, Rhetoric, Natural Philosophy,

Chemistry, Geology, Astronomy, Science of Government, Political Economy, Logic, Intellectual Philosophy, Moral Philosophy, Evidences of Christianity, and the Science of Teaching. This course would occupy the two years allotted. It does not include the higher mathematics, nor languages other than our own, for the reason that the coming duties of life demand the preference to be given to more practical studies.

But, as we find so frequently the case, the young man is very likely, in accordance with the views of teachers or parents, to pursue Algebra, Geometry or Latin, and leave out what would have taken no longer time to learn,—Science of Government, Astronomy, Political Economy, Logic, Moral Philosophy, Evidences of Christianity, or, perhaps, even Physiology. So he goes out from school, having spent term after term on Algebra, to him the least useful of all the studies pursued in school, having devoted valuable time to Geometry or Trigonometry or Latin, branches useful, to be sure, but by no means an equivalent for the others that he has sacrificed for them. Consider how poorly he is fitted for the responsibilities that await him. His health and life are to be gravely affected through his ignorance of Physiology. He is to engage in active business, yet he has never studied Political Economy, the science of wealth. He is soon to assume the duties of a voting, or an office-holding citizen, yet he has never studied the Science of Government. In manifold relations he is to influence the minds of his fellow-men, and especially, in the relation of teacher and parent, he is to mould the character of the young, yet he is profoundly ignorant of the great laws that govern the intellectual and the moral nature of every human being. He is on every subject in danger from fallacies, and he has not armed himself with the invincible weapons of Logic. He is to meet the cavils of the skeptic, and to decide for himself the most momentous question of this life, yet he has never examined with intelligence the evidence for the Christian faith. Judging by what he needs in after life, how much has he acquired that will not be useful to him then? How much has he lost that would have proved of incalculable benefit?

The error, too, runs farther back than the course of academical instruction. In the district school, where studies above the common branches ought not to be pursued at all, there is a great disposition to enter upon more advanced studies. And the least practical, the least desirable of all the higher branches, is the



very one first taken up. I do not object to this study as a useless one, or inappropriate in a more extended education, but I am convinced that, in a limited course, it usurps the place of studies more important for use and better even for discipline. I knew one excellent teacher that was unsuccessful in his application for a district school, the only reason being that he was unable to teach Algebra. In advising young men to give the preference to other branches, I have often met the reply that they were well aware of the greater utility of the other branches named, but they expected to teach a district school, and a knowledge of this branch would be expected or required. The fact is, the study of Algebra in our district schools ought to be prohibited by law. What, after all, do we mean by *practical*? I call that practical to me which, in my circumstances, I may profitably use. Were I to-day a missionary in China, I should think seriously of learning the Chinese language; but, to me living in this country, it would be the height of folly to spend time in acquiring that language. Now consider the case of a person so restricted in his opportunities, that he may pursue as one of his studies during a year's time, Algebra, or may take in place of it for the same length of time, Logic and Moral Philosophy! What should be his choice? If he takes the Algebra, he will spend his time on mathematical reasoning, exactly the kind not required in the ordinary affairs of life; nor does the very knowledge gained pertain to the business or the duties of ordinary life. But, if he studies Logic, he trains the mind in the very art of reasoning, which art is of universal application; and, when he studies moral science, he applies this reasoning to the great duties to God and to his fellow men. Hardly a day passes when he needs the first of these studies; not a single day passes when he does not greatly need the other two. But it is notorious that where one young man goes from our academies with a knowledge of these last two branches, a hundred go with the knowledge of the first one. Again and again have I been deeply pained by finding young men fundamentally, though honestly, wrong upon the practical moral questions of daily life.

It is the province of the liberally educated, and especially of teachers and those having charge of public instruction, to reform public opinion in regard to the relative importance of different branches. The course of study for colleges and similar institutions, though, doubtless, still needing important amendment, has



received the careful attention of able minds. It is comparatively easy to lay out a liberal course, for here we measurably avoid the difficulty of choosing some branches and rejecting others. And if the great body of our people could enjoy the advantages of a liberal education, we should be relieved from the hardest work in planning. But we must provide for the wants of men, not as we should wish to have them, but as we find them. The great body of our people are receiving, and are to receive but a limited and partial education. That this education, necessarily limited and partial, may be wisely directed, must be the wish of every lover of his country or his race.

## THE CLASSICS IN EDUCATION.

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The study of the two great languages of the world's early civilization—so long our only means of intellectual discipline—is in our day frequently impugned as unreasonable and unjust. The world has advanced so far, we are told, in the scientific knowledge of nature, that we are no longer in the position in which we were when the Latin was the common medium of philosophical discussion, and the universal language of learned men. Why, then, waste our time in acquiring it, instead of passing over at once to the study of the great body of modern sciences?

A complete answer to this inquiry would require a more full exposition of the subject than can be given in the limits of a paper like this; but there are some considerations bearing upon this objection, for which a brief hearing may be asked.

I. In the first place, then, it may be well to inquire how far it is really true that the classical tongues have lost, in our day, their function of ages to be the vehicle of scientific truth. If the Latin is no longer the instrument of scientific research, it is, and it ever must be, in connection with its sister tongue, the Greek, the storehouse in which are deposited all the results of such research. It is at the present day, and it is continually becoming more and more, the common language of science, for the designation of all its discovered facts in natural history.

The science of nature is, I need not say, expanding rapidly on every side. The number of objects discovered has already become very great in every department of nature. The number of known plants is not much below 100,000; of insects there are supposed to be five times as many; while in every other department of nature, among the molluscs, the crustaceans, and the zoophytes, those still lower inhabitants of the deep, there are thousands of species more. The exploration of distant regions is yet going on, and every new explorer adds still many novelties to our catalogue of bird, and beast, and fish, and insect, in nearly every quarter of the globe.

Now every one of these newly discovered objects, before its discovery can become a fact *of science*, must have a distinct name. Without a very exact method of naming, it would be impossible to impart that order and system to our knowledge which constitute science. Indeed, without a well settled system of nomenclature, this vast multitude of known objects would be but an endless and indistinguishable confusion. It is, therefore, regarded as one of the great merits of Linnæus—the renowned naturalist of Sweden, in the last century—that he gave to the world a system of the most exact and simple kind; a nomenclature capable of indefinite extension as new objects should be discovered, and applicable to each separate branch of Natural History. He aimed to designate every known natural object by a compound name, consisting of two words, generally descriptive of its characteristic features. We distinguish persons in a similar way, by a complex designation, one part of which describes the family, and the other the individual. We call a man Smith or Taylor, designating thus the family to which he belongs; and we then distinguish him from others of that family by his personal name of John or William. So Linnæus described objects of Natural History, giving to each one a family, or generic, name, and adding a designation which distinguishes the species from every other of the genus. Thus, when his pupil, Kalm, brought to him a multitude of plants, from the then unexplored wilds of our own country, to describe and name, he found among them some of a genus entirely new. To this genus, forming a word from the name of the adventurous discoverer, he gave the designation of *Kalmia*; and the beautiful species before him, which we know so well in our common laurel, with its broad and shining leaves, he named from this circumstance *broad leaved*, or in Latin, *latifolia*. *KALMIA LATIFOLIA* then, became the permanent and elegant designation of the species, preserving at once the name of the discoverer, and the most striking feature of the plant, through all future ages of scientific history.

This beautiful system, carried out into the description of all the groups, wider or less wide, which we distinguish in nature, becomes a method of classification of very high value, and gives to our knowledge an orderly arrangement, without which science were impossible.

Now it is one of the great features of this system that the names are universally expressed in the Latin and Greek languages. The name of the genus is generally taken from the latter; that of the

species from the former tongue. When, for example, the remarkable investigator of the geology of Scotland, whose researches have shed such honor upon his country, Hugh Miller, presented to the British Association for the Advancement of Science, the strange organism which he had discovered in the Old Red Sandstone, and demonstrated its character as a fish; Agassiz, who was present, was requested by the association to give a name to the unknown and extraordinary creature. Observing its two fins projecting at right angles from its body, like the pinions of a bird, the philosopher named it at once from that characteristic circumstance; but the name could have had no scientific value if it had been expressed only in English. In that language it would have been unintelligible to nine-tenths of the scientific world. Hence, Agassiz named his newly-found wonder in Greek, the common language of science for such purposes, the world over. From the two Greek words, *πτερον*, a wing, and *ἰχθυς*, a fish, he formed the name of PTERICHTHYS, the wing-fish; and, by this name, the group is henceforth known in every land, and by every naturalist throughout the world.

The two thousand species of fish which the same great observer has recently brought from the Amazon river, will in due time be made in like manner accessible to naturalists. Each will have its double name, describing at once the genus to which it belongs, and the peculiarity which distinguishes it from the other species of that genus. These names, too, will be expressed, not in the barbarous dialect of the rude Indian tribes within whose limits the species were found, nor in the Portuguese of their Christian masters, nor in the native French of the great explorer of the valley of the Amazon, nor yet in the English of the country which sent forth the expedition, but in the languages which are common to science in all lands, and which must endure unchanged through all the remaining ages of history—names vivid in their descriptive picturing, brief for familiar use, equally intelligible in every school of science in the world, and pronouncable by every tongue throughout the area of civilization.

Now it is obvious that if all scientific names are in Latin and Greek, any person who is to become acquainted with science should possess some knowledge of those languages. It may not be an intimate and familiar acquaintance, and may not embrace an exact and precise knowledge of the refinements of speech, but some knowledge of the vocabulary, particularly of the Latin, is clearly indispensable to a student of science. Without it he cannot know

the meaning of the names he is daily uttering, and cannot write them with any certainty that he is accurate; while if he becomes himself a discoverer of species, he is unable to describe them by any suitable names, and must see the honor of naming his own discoveries snatched from him by another. If he becomes eminent enough to attempt to give instruction by lectures, he must continually present himself before his audience in the pitiable position of one who knows not the origin or the explanation of the names he is uttering; and who fears to commit a blunder in pronunciation as often as he opens his lips. A most eminent geologist of our own State, who has immortalized himself by bringing to light the thousands of fossils of the Silurian deposits of New York, experienced the disadvantage of this want of early preparation, and was obliged to supply the deficiency by learning the elements of Latin and Greek in the maturer years, and amid the active investigations of later life, in order to give names to the discoveries which he had made.

Nor is it only the nomenclature of its classification which these languages contribute to science. As investigation advances, facts of a deeper kind come to view. Extended analogies begin to be observed, for which the common speech has no name; important generalizations are formed which call for accurate expression, and this expression again needs to be made the common possession of the scientific men who have to make use of it. It has been ascertained by Owen, for instance, that the fundamental type of construction for the whole great group of vertebrate animals, is *the vertebra*; and a scientific description of this important element becomes essential. It is given by the philosophic and learned discoverer in the following words:

“It consists in its typical completeness of the following parts or elements; a body, or *centrum*; two *neurapophyses*, two *parapophyses*, two *pleurapophyses*, two *hæmapophyses*, a *neural* spine, and a *hæmal* spine. These being usually developed from distinct and independent centres, I have termed *autogenous* elements. Other parts more properly called ‘processes’ which shoot out as continuations from some of the preceding elements, are termed *exogenous*; e. g., the *diapophyses* or ‘upper transverse processes,’ and the *zygapophyses* or the ‘oblique’ or ‘articular’ processes of human anatomy.” (Lectures on Comparative Anatomy, Part I, page 43.)

It is obvious that the scientific style of our language must, with

the progress of philosophical views of nature, go more and more to this abstruse and recondite habit of expression. The tendency is strikingly exhibited in the writings of the author just quoted, who affords certainly the most extraordinary example in our language, and perhaps in any other, of the union of precision with comprehensiveness and breath. Many sentences might be quoted from his writings, remarkable for concise and lucid accuracy of statement, which yet from their free use of those Greek compounds which enable the writer to compress into a perfectly definite word a whole comprehensive generalization, are almost unintelligible to the mere general reader.

Indeed, it is curious to imagine what would have been the position of the scientific world at the present day, without those cultivated languages of antiquity to afford the means for the expression of its thought, and for the perfection of its systematic nomenclature. One is positively frightened to think where we should have been by this time, if, by the want of any more generally current medium one hundred and fifty years ago, Linnæus had been compelled to name his wide and comprehensive enumeration of species in every department of nature, in his vernacular Swedish; Buffon, half a century later, to designate his vast array of added species, in his native French; the great English and American explorers of Australia and the Pacific, to name their discoveries in our mother tongue; the more recent and learned naturalists of Germany, to describe the results of their profound researches in German gutturals; the Dutch investigators of Java and Borneo, to employ their familiar language of Holland, and the Russian student of nature to use his own tongue, so difficult to outsiders, to furnish names for the plants of Siberia and the Ural. In such a state of things, science would be only another Babel. We should see mankind toiling through generations to build the loftiest structure that human hands had ever reared, and perpetually baffled by its own inevitable reproduction of the original judgment—a confusion of tongues.

It is truly one of the marvels of Divine Providence—for we may be sure it is no accident—that, amid the wide diversities of speech in modern christendom, these two noble languages of antiquity should have come down to us as the common heritage of the nations; if not to serve for the personal intercourse of scientific men, yet to supply to science the descriptive terms of its elegant nomenclature, to afford names for the designation of its innumer-

able species, to furnish the compound words which express its wide generalizations, and thus to form its very language through the ages of its future development.

For these reasons a certain knowledge of the classical languages has become in our day an indispensable element of scientific education for every student of Natural History. The observer who analyzes a flower from the woods, or who makes a collection of shells from the beach, or who raises butterflies or moths from the cocoon, must, if he or she is ever to gain real possession of any one of these departments, or give any scientific value to such researches, be imbued with some tincture of classical learning; while the student who would even follow, with any true intelligence, the progress of scientific discussion, will find his way painfully obstructed without some such attainment.

II. Another very important aspect of this subject is found in the peculiar philological position of the classical tongues.

1. Together with our own, and with most of the languages of modern Europe, they form the great group known as that of the Indo-European languages. The members of that family are connected by many points of identity, which demonstrate their common derivation from one original and central stock in the seat of the world's earliest civilization. Among all these languages the Latin stands forth conspicuous by the singular perfection of its grammatical structure. The system of inflections is, in it, carried out with a regularity and completeness unknown in any other member of the family, unless it be the ancient Sanscrit. It affords, therefore, the very best accessible model for the study of philology. Whoever would cultivate an acquaintance with the science of language in general, will find ampler material for his researches here, than perhaps in any other available form of human speech.

2. If this consideration should seem somewhat far-fetched in itself, it is by no means so in its immediate application.

The Latin language does not stand alone in the world, an isolated and disconnected fact. The old speech of Rome is the basis of the languages of half the population of Europe; and those, with the single exception (besides our own) of the German, by far the most important. It is the basis of the French, so long the language of refinement and taste in books, and of the intercourse of all the courts and drawing-rooms, and all the polite society of Europe. It is still more the foundation of the Italian, the earliest in culture and development of the modern tongues,



and the language of music and the fine arts. It has given character to the Spanish and the Portuguese—the languages of those energetic nations which, when emancipated from those Bourbon dynasties, that learn nothing and forget nothing, will yet vindicate their claim to be the children of those who first carried empire literally around the globe.

To all these tongues the Latin stands in the most intimate relation, and the mastery of it is, in great part, the mastery of them. The student who is familiar with its grammatical forms, and its vocabulary, has learned so much of the structure of the others, that we may quote the high authority of Mr. John Stuart Mill, in his recent inaugural address, for the assertion that “the possession of it makes it easier to learn four or five of the continental languages than it would be to learn one of them without it.” Surely the language which affords the best key to general philology, and which renders most of the languages of modern Europe five fold easier of acquisition than they would otherwise be, has a claim to a prominent place in any general scheme of education.

3. Still further, the relation of the Latin tongue to our own, commends it as an object worthy of attention.

It is in great part the basis of our own familiar speech. Not, indeed, in the more simple and every day affairs of life is this the case, for in this department the Anglo-Saxon supplies those vivid, homely and significant forms of expression which gives it so much of the beauty of simplicity, and of strength. But there is another side to our language, and this is almost wholly of Latin origin, which embraces all our language of philosophical discussion. All our metaphysics, and all our morals, are in expression essentially Greek or Roman. If we give utterance to our feelings as matters of personal experience, we pour forth our love or our hate, our envy or our fear, in the simple Saxon of our childhood; but the moment that we begin to moralize, or to philosophize—that is, to reflect, we speak of sensations, emotions, sentiments, passions, impulses, and all these words are of Latin origin. The tendency to use these more abstract forms of statement has somewhat declined among us since the great authority of Dr. Johnson gave them such general currency in the last century; but no one can become familiar with Johnson’s precise and weighty style of speech, without being sensible of its extraordinary force. It is not too much to say that his writings gave the British public a new view of the capabilities of their language; and that since his day it has been



generally written with an exactness, a finish, and a power, of which there were very few previous examples in our literature. At present, this side of our English, though not unduly predominant, has a very wide acceptance among good writers; and even those who, like Paley for instance, possess a perfect mastery over all the simplicities of Saxon speech, feel themselves called, as he did, to a frequent use of very elaborate Latin constructions of phrase.

It is this union of widely different elements in the English tongue which forms one of its distinguishing excellencies, and no one can acquire the full command of the resources of our vernacular, without a tolerable familiarity with this great source of its strength—save, indeed, as some extraordinary ability may in rare instances supply the place of it.

To the same peculiarities of the Latin as a highly inflected language, is due that power of inversion of the parts of a sentence which forms so remarkable a feature of the style of the great writers of antiquity. As the form of each word indicated its place in the sentence, they were enabled to combine words with a freedom of which we have scarcely any other example. They studied the artistic construction of their sentences with the utmost care, and they carried this element of beauty and effect to a degree not attained in any other languages, and which has made their works the models for all subsequent ages. This freedom of adjustment none of our modern tongues has retained in any similar degree. The irregular and somewhat lawless style of the English has allowed us more of it than most others possess. We can place the predicate first, and invert the principal members of the sentence whenever it becomes necessary for the expression of emotion. The French language, on the other hand, has, like the other subjects of the Emperor, entirely lost its liberty of utterance, and is confined to a single and invariable order, in which the subject is always placed first. The French critics seem rather to glory in this peculiarity, as the proper character of a language of pure reason. "French Syntax is incorruptible," they say; no impulse of passion may disturb the orderly sequence of thought in that tongue. But so long as language shall have for its function the full expression of the human heart, so long will it be indispensable to find the means of adequately expressing emotion.

For this purpose the study of the classical authors is our great means of discipline. They present to us models of expression which are not to be found elsewhere. Indeed, the modern mind

has passed the point at which it is possible for any similar models to be produced. It is rich with varied emotions, comprehensive of many forms of thought, and deep in the experience of sentiments unknown to the ancients; and it has no time to elaborate those perfect forms of narration and statement which give such a charm to the more narrow and limited elegance of ancient days. But while the breadth of our thought and the depth of our sentiment so far surpass anything that the ancients knew, their graceful and beautiful forms of expression must long afford the most exquisite models by which to discipline the taste of our richer, stronger and profounder age.

That these are not merely theoretical advantages may be inferred from the fact that a serious practical necessity of such linguistic culture is already beginning to be felt, even in quarters which it might be supposed would be entirely exempt from it. In the departments recently organized, for example, in some of our best colleges, for mechanical and scientific studies, there is found to exist among the students a great inaptitude, both for the acquisition of those modern languages by means of which such studies must be prosecuted, and for the ready and effective command of the English. So seriously have these difficulties been felt, that the Scientific Faculty of one of the very highest of these institutions (I refer to the scientific school in Yale College), strongly recommends to all its pupils a preliminary discipline in Latin; and has even been forced to consider the propriety of making such a discipline an indispensable qualification for admission to the school.

Nor are we at liberty in such a general summary to overlook the fact, that it is in one of these philosophical and elegant forms of human speech that the Almighty Father has been pleased to embody his highest and noblest communications to man. In it he has seen fit to record the history and the instructions of the world's great Teacher in the way of life,—the death which forms both the sublimest and the most important event in the world's history, through all the past,—and the Resurrection, which both for each individual man, and for the race at large, most illumines and gilds the future. Were it in some barbarous jargon that these grand disclosures had been embalmed—in some obscure and rude speech, the study of which could add nothing to our intellectual wealth, and contribute nothing to elegance and refinement—it would still seem both ungrateful and unhappy, perhaps also

unwise and unsafe, to divorce our systems of education from the studies which contain the world's great means of moral culture. But how striking, on the other hand, is that providential design which has consigned the teachings of Christ to that language which, by the concession of all scholars, is certainly the most philosophical, and perhaps also the most elegant of all the forms of human speech ! It seems as though He had designed that the reverent study of His great revelation should not only imbue the mind with religious knowledge, but impart to it also something of the best results of human culture and refinement. It is certainly not without design that the vehicle of the world's religion stands so closely related to its philosophy and its science. The education which teaches us God, teaches us also what is best and noblest in man; as the elevation which raises us nearest to Heaven shows us most truly and largely the earth.

It would seem, then, that the classical languages must ever occupy an important place in every institution of enlarged education. They are indispensable to any scientific knowledge of nature; they afford our best preparation for the acquisition of the cultivated languages, and of general philology; they enter largely into the constitution of our mother tongue; they afford us by far the best models of style; they supply our language of taste and elegance on the one side, and of philosophy and morals on the other; and they embody the spiritual treasures of God's revelation to man. In various degrees they mingle themselves with all the recent culture, as they stand related to all the early history of mankind. It will always be difficult, but it is at present quite impossible to devise means which could at all supply their place in education.

## VOLUNTARY ENDOWMENTS OF COLLEGES AND ACADEMIES.

BY JOHN V. L. PRUYN, LL. D.

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The Executive Committee of the University Convocation, at a meeting held in March, 1867, assigned the subject of "Voluntary Endowments of Academies" to a special committee, consisting of the Chancellor and the Secretary of the Board of Regents and Prof. Upson, of Hamilton college, to be reported upon at the next meeting of the University Convocation, to be held in August of that year. At that meeting, the Chancellor, as chairman of the committee, made a report in part, which he was requested to perfect for publication in the convocation proceedings, using his discretion as to the extent of the discussion. That publication having been much delayed, this report, in its present form, was not prepared until July, 1868.

Nearly all the colleges and academies of this State have been founded, and many of them aided in their subsequent growth, by private contributions; and there is evidence of a growing disposition on the part of wealthy citizens to make liberal donations for the establishment and support of such institutions. The extent to which this liberality is exercised, depends in a measure upon efforts to awaken a special interest in higher education, and upon personal appeals to the wealthy to apply their means in this direction. In some cases, the success of such appeals may depend rather upon incidental circumstances than upon the claims which education as such presents. The proximity of an academy, and the fact that a given sum goes much further towards endowing an academy than a college, may incline many persons to bestow their educational gifts upon the former. Be this as it may, the opportunities are ample for aiding either colleges or academies, and it concerns the friends of education not so much to urge the claims of this or that institution or class of institutions, as to forestall objections and remove obstacles to liberal endowments for the benefit of higher education.

When the State is doing so much for popular instruction, the question arises whether it does not belong to it rather than to indi-

viduals to furnish all the means of education, from the common school to the university.

All doubtless agree that the founders of new States should set apart ample portions of the public domain, for the benefit of education in all its departments. This policy, to a very inadequate extent, was adopted in the early history of the State, it being provided by an act passed March 23, 1782, that "whenever any persons entitled to lands by virtue of this act,\* shall associate in a sufficient number to take a whole township of seven miles square,"

\* \* "in every such township there shall be laid out one lot containing four hundred acres, for the support of the gospel; and two other lots containing each two hundred acres, for the use of schools; and if any number of acres less than the least right shall remain, they shall in like manner be appropriated to the use of schools."† It was also provided by an act passed May 5, 1786, entitled "*An act for the speedy sale of the unappropriated lands within this State, and for other purposes therein mentioned,*" "that in every township so laid out, or to be laid out as aforesaid, the Surveyor-General shall mark one lot on the map, *gospel and schools*, and one other lot, *for promoting literature*, which lots shall be as nearly central in every township as may be; and the lots so marked shall not be sold, but the lot marked, *gospel and schools*, shall be reserved for and applied to promoting the gospel and a public school or schools in such township; and the lot marked, *for promoting literature*, shall be reserved to the people of this State, to be hereafter applied by the Legislature for promoting literature in this State."‡ Authority to sell these lands for the benefit of education, was subsequently given by the Legislature, and from this source, in part, the common school and the literature funds of the State have originated; both, however, have been much increased from other sources, though both are still inadequate to the support of the classes of institutions to which they are respectively devoted; and it is now too late to make either of them materially larger from any such source as that from which they were originally derived.

The deficiency in the income of the common school fund is now made up by direct taxation, to which, in view of the advantages

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\* Referring to certain military bounty lands.

† Greenleaf's Statutes, vol. I, p. 49.

‡ Greenleaf's Statutes, vol. I, p. 282.

of free education, the people cheerfully assent. While it is universally conceded that every child within the State should be thus provided with such an education as will prepare him for ordinary business and for an intelligent discharge of his duties as a citizen, it is questionable whether it is the duty of the State, as such, to extend further its provisions for education; and whether it does not rather accord with a well established and approved policy, to encourage and invite citizens of wealth to supplement the bounty of the State, by providing ample endowments for higher institutions of learning. The objection that this tends unduly to increase the number of colleges and academies, and thus to weaken those supported wholly or in part by the public, would be entitled to much consideration, did it not appear that even in those States which, like Michigan, provide a complete and free system of education, independent schools and colleges are springing up. While the establishment of too many institutions is to be deprecated, there is reason to believe that both colleges and academies, founded by private endowments, will exist and thrive in spite of all obstacles, and that the mutual influence and competition of these rival systems (if such they are regarded), will tend to elevate the standard of both.

Assuming, therefore, the continued existence of colleges and academies founded by private munificence, we must make them as useful as possible, by providing such endowments as will relieve them from being dependent on fluctuating patronage for their support, and enable them to furnish the best facilities, either without charge or at very reasonable rates.

In accordance with these views, it is believed that this State, which has always exercised, to some extent, a supervision over all incorporated institutions of learning, should take measures to facilitate and encourage their full endowment, under such restrictions as may be deemed proper for the general good. Experience has shown that further legislation is needed for the investment and protection of such endowments, and to guard against their diversion and misapplication.

The draft of an act for this purpose, entitled "An act to encourage endowments for public, charitable, literary and other purposes," was prepared by the chairman of the convocation committee on endowments above referred to, during the session of 1867. The bill was introduced into the Senate on the 15th of March of that year, by Mr. White, now president of the Cornell University, and



having had two successive readings, was referred to the committee on the judiciary.\* On the 18th day of April following, Mr. Folger, from the judiciary committee, reported in favor of the passage of the bill, and it was referred to the committee of the whole,† but was not subsequently taken up, on account of the final adjournment of the Legislature two days afterwards.

As this bill, though it failed to become a law, was favorably reported upon, there is reason to hope that its passage, or that of some other of like character, may hereafter be secured. As the provisions of the bill may interest the friends of education, a copy of it is hereto appended, and suggestions in regard to it are invited and may be addressed to the Secretary of the Board of Regents.

During the session of the late convention for revising the Constitution, in accordance with a resolution adopted by the University Convocation, on the 7th day of August, 1867,‡ this subject was presented to the standing committee on education, and the following clause was inserted by the committee in the draft of the article reported to the convention :

SEC. 3. The Legislature may provide for the payment into the treasury of money or securities for the general or special endowment of any literary or educational institution in this State; for the investment of the same, and for the payment of the interest upon said investment in accordance with the terms of the endowment as approved by the Legislature.

The section was struck out by the convention, for the reason that it was not considered necessary to incorporate this provision into the fundamental law, the Legislature being competent, in the judgment of the convention, to provide for the case without any express grant of power for the purpose.

In their annual report to the Legislature, communicated February 28, 1868, the Regents earnestly renewed their former recommendation on this subject. With an enactment for this purpose, wisely framed, it is believed that endowments will increase much more rapidly than hitherto in the history of the State.

It is encouraging to consider what has already been accomplished in this direction, notwithstanding the want of adequate provision by law for the protection of the funds contributed for endowments.

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\* Senate Journal of 1867, page 380.

† Senate Journal of 1867, page 1004.

‡ See page 580.

The incorporated colleges of the State (exclusive of the Cornell University), are found by reference to their last annual reports\* to be possessed of productive capital amounting to almost four millions of dollars, held by the several colleges as follows :

|                                       | Productive<br>endowments. | Actual income<br>from interest,<br>tuition, &c. |
|---------------------------------------|---------------------------|---|
| Columbia College . . . . .            | \$2,356,522               | \$151,730                                       |
| Union College . . . . .               | 361,932                   | 19,740  |
| Hamilton College . . . . .            | 158,700                   | 14,452  |
| Hobart College . . . . .              | 154,329                   | 11,216  |
| University of the City of New York    | 171,000                   | 29,991  |
| Madison University . . . . .          | 180,190                   | 18,875  |
| St. John's College . . . . .          | Not stated.               | Not stated.                                     |
| Genesee College . . . . .             | 123,787                   | 10,776  |
| University of Rochester . . . . .     | 167,918                   | 15,307  |
| Elmira Female College . . . . .       | 9,500                     | 21,718  |
| St. Lawrence University . . . . .     | 24,413                    | 4,222   |
| Alfred University . . . . .           | 74,800                    | 6,617   |
| Ingham University . . . . .           | None.                     | 13,674  |
| St. Stephen's College . . . . .       | None.                     | 13,000  |
| College of St. Francis Xavier . . . . | Not stated.               | Not stated.                                     |
| Vassar College . . . . .              | Not stated.               | 82,068  |
| Manhattan College . . . . .           | None.                     | Not stated.                                     |
| College of the City of New York.      | 38,500                    | Tuition free.                                   |
| Rutgers Female College . . . . .      | 20,000                    | 1,400   |
|                                       | <hr/>                     | <hr/>   |
|                                       | \$3,841,591               | \$414,786                                       |

The following academies, as appears from their last annual reports, hold productive funds, mostly in the form of bonds and mortgages, or United States stocks :

|                                      |        |
|--------------------------------------|--------|
| Academy of Dutchess County . . . . . | \$700  |
| Albany Academy . . . . .             | 2,600  |
| Ames Academy . . . . .               | 200    |
| Buffalo Female Academy . . . . .     | 500    |
| Canandaigua Academy . . . . .        | 12,500 |
| Cary Collegiate Seminary . . . . .   | 20,000 |
| Cayuga Lake Academy . . . . .        | 6,000  |
| Chamberlain Institute . . . . .      | 45,000 |
| Clinton Liberal Institute . . . . .  | 7,500  |



|                                       |                 |
|---------------------------------------|-----------------|
| Cortland Academy .....                | \$2,450         |
| Delaware Academy .....                | 4,825           |
| Erasmus Hall Academy .....            | 7,000           |
| Evans Academy .....                   | 15,000          |
| Franklin Academy, (Malone) .....      | 3,000           |
| Friends' Academy .....                | 500             |
| Genesee and Wyoming Seminary .....    | 2,200           |
| Geneseo Academy .....                 | 10 000          |
| Gilbertsville Academy .....           | 2,500           |
| Hartwick Seminary .....               | 18,000          |
| Hungerford Collegiate Institute ..... | 10,425          |
| Ithaca Academy .....                  | 6,300           |
| Kingston Academy .....                | 5,000           |
| Lansingburgh Academy .....            | 5,500           |
| Mexico Academy .....                  | 575             |
| Middlebury Academy .....              | 3,500           |
| Munro Collegiate Institute .....      | 9,000           |
| Onondaga Academy .....                | 1,600           |
| Oxford Academy .....                  | 2,100           |
| Pike Seminary .....                   | 500             |
| Pompey Academy .....                  | 1,420           |
| Seneca Falls Academy .....            | 2,800           |
| S. S. Seward Institute .....          | 20,000          |
| Walworth Academy .....                | 800             |
| Whitestown Seminary .....             | 1,000           |
| Total .....                           | <hr/> \$230,995 |

In addition to the above, the Ten Broeck Free Academy, at Franklinville, Cattaraugus county, which has not yet reported to the Regents, has recently gone into operation with a permanent endowment said to amount to about seventy-five thousand dollars, being the proceeds of a bequest by the late Hon. Peter Ten Broeck.

Another instance of commendable liberality is that of Dr. Jared Parker, of Clarence, Erie county, who has provided for the free instruction of all academic scholars in the Clarence Academy.

It thus appears that thirty-five academies of the State have aggregate productive endowments to the amount of more than three hundred thousand dollars. From recent indications on the part of citizens in various parts of the State, it is believed that with proper exertions and the favorable influence of a law such as that

above referred to, these endowments may in a few years be very largely increased.

It may be useful to include in this report a statement as to the character and extent of the endowments of leading institutions outside of the State. For this purpose the University of Cambridge (England), Harvard and Yale Colleges, and the University of Michigan, have been selected.

#### CAMBRIDGE UNIVERSITY.

The extent to which the Universities of England are indebted to endowments by private individuals is, in this connection, every way worthy of consideration.

We select a single one, that of Cambridge, for the purpose of presenting detailed statements regarding these endowments, which serve to illustrate what is probably true, in an equal degree, of Oxford, and measurably of the other Universities of the Kingdom.

The University of Cambridge is composed of seventeen distinct institutions, called colleges, each one having its independent charter of incorporation, and rules and regulations peculiar to itself. They are all, however, controlled by the general statutes of the University.

Thirteen of these seventeen colleges owe their origin to the benevolent zeal of private individuals. Each of them, since the foundation of the oldest, that of St. Peter's, six hundred years since, has had continual additions made to its means of advancing the interests of higher education, from similar sources.

The forms which these endowments assume for the benefit of the college, after the expenditure for buildings has been provided for, are mainly the following :

1. An income is provided for the heads and officers of the colleges, from permanent funds. The salary of the heads of colleges, besides rooms and board, averages for each one a thousand dollars a year.

2. The number of fellowships provided in all the colleges for those who are graduates of the University, amounts to three hundred and eighty-five. The fellows are provided with rooms and board, and receive a fixed annual stipend for a period reaching from ten years to the end of their lives. This stipend is in amount from five hundred to twenty-five hundred dollars a year. The original intention of a fellowship was to assist clerical students through

an academical and theological course of study of from ten to fifteen years in length, but the plan, as now extended, secures the gratuitous support for life of a learned class of graduates in the prosecution of study.

3. There are, in the seventeen colleges, at least 472 scholarships for undergraduates, who, in many cases, receive their board and room-rent free, and in addition from one hundred to four hundred dollars a year for their expenses, from funds invested by donors for the specific purpose. Besides these, there are what are called minor scholarships, which are available for students who have not had time to pass an examination for a foundation scholarship. The amount set apart by St. John's College alone every year for its scholarships is thirty-three thousand five hundred dollars, besides giving two thousand dollars to deserving students.

4. From similar endowments, each college is usually able to give free board and other emoluments to poor students or sizars.

5. Besides these foundation scholarships, with the succession of years there have been attached to each college, by individual donations, scholarships bearing the names given by their founders, and designed for a limited competition, as by the students of particular schools like Eton and Harrow, or for students in specified branches of study, the classics, Hebrew, mathematics, law, etc., or as rewards for good examinations. The value of these scholarships is on an average equal to that of the other scholarships. They amount to more than one hundred in number.

6. Numerous and frequently valuable prizes are annually offered for excellence in study and exhibition of talent, which have been provided by benevolent individuals who make the college of their preference the trustee of a small capital to be invested for the purpose. The prizes are awarded after competition before examiners. Although the prizes are frequently only a set of books or a gold medal, they are more frequently in money, and are of the value of from twenty-five to one hundred dollars. The whole number of these prizes is also considerable.

The larger proportion of these endowments are designated after the names of their founders. This is the origin of the names of thirteen of the colleges, as Pembroke, Margaret, and the like. A large number of the foundation scholarships, the special scholarships, the exhibitions for particular schools, and the prizes, are called after the names of the individuals who established them, or after the name of some person whom the donors wished to honor

with a permanent remembrancer. The University Calendar annually reports the name and income of each scholarship, frequently the series of names of those students who have enjoyed its privileges, and always the names of the persons who received the prizes of the preceding academical year.

The income of these seventeen colleges is derived from investments in the consolidated funds of the Government (consols,) from landed estates, from tithe impropriations, etc.; and the portion of this income which pays the salaries of the heads of the colleges, the stipends for fellowships and scholarships, thirty years since amounted to the annual sum of five hundred and eighty-two thousand dollars. This does not include the income of the college or of individuals for tuition money or rent of rooms.

The preceding remarks refer solely to the endowments of the separate colleges. When we come to the endowments by individuals for the University proper, we find that although they have not been as large, they still have been of great importance for the end in view, that of thoroughly educating the higher students of the Kingdom.

Of the thirty University professorships, seventeen were established by private beneficence, and twelve of them are designated by the names of their founders, or of persons eminent for learning in whose honor they were created.

The scholarships of the University are not so numerous. There are thirty-four only which can be enjoyed by their recipients, usually after competition for a period of from three to ten years. The average income of each is three hundred dollars a year. They are all named from their founders.

The University prizes are in addition to the college prizes. The number of annual prizes in the form of gold medals, or of money, offered by the University for excellence in classical studies, in the mathematics, or some branch of literature or science, is at least thirty-six. The money value of these prizes varies from twenty-five to two hundred dollars. They are also designated by the names of their founders.

The amount of money for prizes alone annually distributed in the colleges and the University, amounts to the sum of eleven thousand five hundred dollars.

There are also endowments for the expenses of certain annual sermons on specific subjects, and also for lectures on some branch of science. One thousand dollars a year was charged upon an

entailed estate by a benefactor, for the purpose of enabling two graduates annually to receive five hundred dollars each, towards their expenses in traveling and making investigations in foreign countries. Another donor has provided a fund yielding fifteen hundred dollars a year, for the care of sick students.

But the libraries and museums connected with the University more expressively attest the readiness with which responses have been made by citizens to the demands of education. The botanic garden, the astronomical observatory, the geological museum, the museum of comparative anatomy, and the Fitzwilliam museum of paintings and sculpture, were all founded by individuals, and continue to receive contributions from private persons, as do also the library with its two hundred thousand volumes, the botanical museum and the museum of zoology, which three institutions were originally founded by royal bounty.

The income of the University proper, for general purposes, is small, and is chiefly derived from fees paid by the students or from profits of the University printing house, a building erected as a monument to William Pitt and designated by his name.

The University funds are administered by the vice-chancellor or by special trustees; the accounts are annually examined by three auditors who are appointed by the Senate of the University. The officers and servants of the University are paid from the University chest.

The sum total of the annual income of Cambridge University and of its seventeen colleges, thirty years since, as far as statistics were obtainable, was shown to be not less than seven hundred and fifteen thousand dollars.

The annual income of Oxford University at the same period was still larger, amounting to the sum of eight hundred and seventy-five thousand dollars.

The whole income of the nine remaining universities in England, Scotland and Ireland, not counting those which have no university relations, amounted to about five hundred thousand dollars a year.

This is a condensed and comprehensive sketch of the endowments of a single university, illustrating how much good may be done through a series of many centuries, by acts of private munificence directed to a specified end. It is well that the knowledge of the names of these donors should be perpetuated, by being forever associated with the endowments they created.

## HARVARD COLLEGE.

Harvard College possesses property (besides its grounds, college halls and buildings, with their contents), estimated by the treasurer to be worth \$2,100,000. This property consists of bonds, stocks, mortgages and real estate, and yields an annual income for the expenses of the University of more than \$130,000. To this must be added an income of about \$60,000, from students of all grades and classes for tuition, room rent, etc. The total annual expenditure for salaries, scholarships, and the support of all the institutions of the College, amounts to the sum of \$185,000.

These endowments are chiefly the result of the beneficence of private individuals.

Of the forty-four professorships, twenty-four bear the names of the individuals who founded them, or in whose honor they were designated. Other professorships were established by subscriptions.

Of scholarships there are forty-four, most of which have been created within the last ten years, and bear the names of their founders. Their value is from one hundred to three hundred dollars a year. They are only awarded to those who are at the same time high scholars and needy.

There are in all thirty prizes for excellence in scholarship, viz.: five prizes of thirty, forty or fifty dollars for the best English dissertation; two of thirty-five dollars for excellence in Greek or Latin composition; five of ten and fifteen dollars for elocution; thirteen of from ten to forty dollars to the different classes for excellence in reading English prose. The remaining five prizes are in the law and medical schools. There are thirty-four prizes in the form of books, for the most part designated by the names of the persons who instituted them.

The sum of twenty-six hundred dollars is annually disposed of to indigent students, either by gift or loan.

By means of endowments of deceased and living benefactors, provision is made for the expenses and support of the library, the astronomical observatory, the zoological museum, the botanic garden, and the collection of engravings. The alcoves of the library are adorned with the names of the most prominent donors of books. At least ten of the halls and other edifices of the University are named after those who made the most liberal contributions to their erection. The names of all donors are

recorded in the great book of benefactions. Most of these endowments, being made for specific objects, do not diminish the expenses of the student, however largely they enhance the value of his education. The University is consequently in need of more ample means to meet its general expenses, which are constantly increasing. The income of the endowments for many of the professorships is now insufficient, and for the support of some professors there is no endowment, and the under-graduate students are subjected to charges for instruction, rent of rooms, etc., amounting to at least one hundred and thirty-four dollars a year.

In a late report (1867) the treasurer observes: "The College has not the means to meet its expenses not specially provided for by endowments \* \* \* from its portion of its general investments and its receipts from students, and it is absolutely necessary either that the expenses should be reduced, or means for their support provided."

#### YALE COLLEGE.

The condition of the funds of this University is presented summarily in a communication recently made by its treasurer, which we copy with some abbreviations :

##### I. *In the Academical Department.*

##### 1. Professorships endowed to the amounts stated:

|                                       |             |
|---------------------------------------|-------------|
| Divinity.....                         | \$43,443 65 |
| Modern languages .....                | 31 330 64   |
| Moral philosophy and metaphysics..... | 20,000 00   |
| Natural philosophy.....               | 15,000 00   |
| Natural history.....                  | 10,486 25   |
| Law .....                             | 6,500 00    |

##### 2. Funds for scholarships or prizes:

|                                 |             |
|---------------------------------|-------------|
| Family scholarships.....        | \$24,166 66 |
| General scholarships.....       | 44,811 15   |
| Undergraduate scholarships..... | 9,666 66    |
| Graduate scholarships.....      | 6,800 00    |

##### 3. Library funds ..... \$26,837 33

##### 4. Miscellaneous funds:

|   |             |
|---|-------------|
| Musical instruction.....                  | \$10,000 00 |
| To promote the interests of religion..... | 500 00      |



5. Accumulating funds, the income of which is not available at present, but is added to the principal:

|  |              |
|--|--------------|
| Building funds .....                       | \$168,975 41 |
| Graduate scholarship fund.....             | 6,367 36     |
| Fund for a new unnamed professorship ..... | 6,361 32     |

|   |              |
|---|--------------|
| 6. General fund, the income of which may be used for any collegiate purpose.... | \$356,619 92 |
| Unproductive real estate deducted....   | 65,173 87    |
|   | <hr/>        |
|   | \$291,446 05 |

#### II. *In the Theological Department.*

|                        |              |
|------------------------|--------------|
| General fund.....      | \$187,038 64 |
| Library fund.....      | 1,269 71     |
| Scholarship fund ..... | 28,000 00    |

#### III. *In the Medical Department.*

|                   |             |
|-------------------|-------------|
| General fund..... | \$12,234 73 |
|-------------------|-------------|

#### IV. *In the Philosophical Department.*

|   |             |
|---|-------------|
| General fund.....                         | \$62,975 00 |
| Library fund..                            | 10,000 00   |
| Benner fund, for agricultural museum..... | 300 00      |

#### Other professorships.

|                              |             |
|------------------------------|-------------|
| Sanskrit professorship ..... | \$12,000 00 |
| Botany professorship.....    | 23,000 00   |

The productive funds above stated amount to \$1,170,310.56, irrespective of the college grounds and of the college building and library, museums and furniture.

There are twenty-six professorships, eight of which are named after benefactors of the College. Only one of the professorships, however, has an endowment moderately sufficient for the support of a family,

There are seventeen scholarships, nearly all of small amount, viz.: six of one hundred dollars, and twelve of sixty dollars, for needy students; four for excellence in studies, of forty-six, sixty, ninety and one hundred and twenty dollars respectively. By an income (\$2,800) from charity funds, instruction fees are remitted to about seventy students. There are twelve scholarships of eighty dollars each in the Divinity school. The State of Connecticut provides free tuition scholarships for a certain number of pupils from each county of the State in the Scientific school.



There are five prizes of twelve dollars each for the best English composition of seniors, and one of one hundred dollars to seniors for the best English oration. There are also some smaller prizes.

The accumulating funds for specific objects do not add anything to the means available for the support of the institution; the general fund has not been sufficient to bear the increased high rate of expenses in all departments, and the charge for tuition has been raised to sixty dollars a year. Still, with all the combinations made, the treasurer states that it "leaves less than enough for the necessary miscellaneous expenses of the institution, with no provision for extraordinary wants or for further growth and development."

#### MICHIGAN UNIVERSITY.

The University fund, permanently invested at seven per cent., is officially stated to have been, on the 30th of November, 1867, \$557,833. This fund was derived from the sale of the University lands granted by the General Government, amounting to 48,000 acres, which have yielded an average of about ten dollars per acre.

By an act of the Legislature, a tax of one-twentieth of a mill has been imposed upon the taxable property of the State for the benefit of the University, amounting for the last year to \$15,398.30. This amount, however, cannot be claimed by the University, except upon conditions such as the Regents have not as yet felt at liberty to comply with.

The estimated expenses for the current year are in excess of the income by several thousand dollars, unless the amount raised by tax can be made available. The University endowment has already become inadequate, and needs to be increased from either public or private sources.

#### APPENDIX.

(Referred to on pages 693 and 694.)

#### AN ACT to encourage and protect endowments for public, charitable, literary and other purposes.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Any person who may desire to give or contribute any sum of money, not less than five hundred dollars, by way of endowment for, or in aid of any of the objects or purposes mentioned in the act entitled "An act authorizing certain trusts," passed

May 14, 1840, or for any religious, charitable, benevolent or scientific object or purpose, or to promote the study and pursuit of art, or to found a library or museum, or in any way to promote the common good, may present an application in writing to any justice of the Supreme Court, setting forth his intention to make such gift or endowment, and the amount thereof, the object or purpose to or for which the same and the interest thereof is to be used or applied; the terms and conditions thereof, with all proper particulars in regard thereto, which application shall be verified and acknowledged to the satisfaction of the said justice by the party signing the same (or his duly authorized attorney).

§ 2. The said justice, if satisfied that the object and purpose of the said proposed endowment or gift is not in conflict with any law of this State, and that such application is in the form hereby required, shall so certify on the said application, and shall also specifically and clearly order and direct when and to whom and on whose draft, voucher or order, and on what terms the income or interest of the said fund, as hereinafter provided for, shall be paid, with all necessary instructions in regard to such payment. Such order may at any time thereafter be changed or modified by any such justice on hearing the parties in interest; but no change or modification shall conflict with the terms and conditions of the original gift or endowment, unless with the consent of the original donor and of all parties in interest.

§ 3. The said application, with the certificate and order first above mentioned endorsed thereon as aforesaid, shall be filed with the Comptroller of this State, who shall thereupon issue an order or warrant authorizing the party who made the said application to deposit the sum named therein as the amount of such proposed gift or endowment, with the Treasurer of this State; and the said Treasurer shall receive such amount accordingly and give his receipt therefor in duplicate, to be countersigned by the Comptroller; and thereafter the Treasurer shall, on the warrant of the Comptroller, pay from the treasury the interest on the amount so deposited, at the rate of seven per cent. per annum, at the time or times and in the manner and to the person or persons designated and directed in the order so made as aforesaid and endorsed on the said application.

§ 4. In case any party may wish, instead of paying or depositing cash in the treasury as aforesaid, to assign or transfer stocks or

bonds issued by the United States, or by this State, or by any county or municipality specially authorized by the Legislature to issue the same ; he shall state such wish in his application to be made as aforesaid, and, if approved by the justice to whom such application may be presented, the Comptroller shall receive such stock or bonds accordingly ; and the voucher which may be given by the Treasurer for such stocks or bonds shall describe the same fully. But the State shall not be held liable in any way for the payment or collection of any such stock or bonds, or the interest thereon, and the interest or income which may be collected on the same shall be paid over and applied in the manner which may be directed by the order made on the presentation of the said application as aforesaid ; and after the capital or principal, or any part thereof, of any such bonds shall have been paid into the State treasury, interest on any such sum or sums at the rate of seven per cent. per annum, as aforesaid, shall thenceforth be paid from the treasury in like manner as if cash had been deposited in the first place, to the party or parties and in the manner directed as aforesaid.

§ 5. In case the order made as aforesaid shall so direct, the capital or principal sum so deposited in the treasury shall eventually be paid by the Treasurer, on the warrant of the Comptroller, to such person or persons and on such terms as may have been so directed.

§ 6. If the party so making such deposit shall desire that the fund so deposited shall accumulate and no interest be paid thereon for a certain term of years, or until the happening of some contingency to be specified in the application to be made as aforesaid and in the order thereon ; such accumulation, at the rate of six per cent. per annum with annual rests, shall be made by the Treasurer of this State, but for a term not exceeding thirty years, and the amount of the original principal sum so deposited, with the interest so accumulated thereon, shall eventually be paid by the Treasurer, on the warrant of the Comptroller, in such manner as shall have been directed by the order aforesaid.

§ 7. The several amounts to be paid by the Treasurer, on the warrant of the Comptroller, pursuant to the provisions of this act, are hereby appropriated for that purpose.

## UNIVERSITY NECROLOGY.

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The following sketches of members of the University Convocation whose decease occurred during the year 1866-7, have been procured either from friends who have kindly furnished the same, or by compilation from such obituary articles as have come to the notice of the special committee appointed by the Convocation in 1867, of which Secretary WOOLWORTH was the chairman :

REV. JOSEPH RICHMOND BELLAMY, A. M., was born at Kingsbury, N. Y., October 23, 1833, and subsequently resided at Clyde until nearly of age. His father dying in 1852, he was left to mature his plans for life under an excellent mother's advice. The following year he removed to Newark, where he completed his preparation for college, his course of study being directed by his uncle, Rev. Daniel Bellamy. He entered the sophomore class in the University of Rochester, in the autumn of 1854, and graduated in due course in 1857. He immediately entered upon the study of theology, and graduated from the Theological Seminary at Rochester in 1859.

After preaching about a year, in consequence of weak lungs, he was led to engage in teaching. He spent several years in the Union school at Geneva, and in 1865 became principal of the Albion Academy, where his devotion and energy accomplished more for the institution, it is said, than any of his predecessors had done in so short a time. After spending a year and a term in the academy, he was attacked, during a class exercise, with a violent hemorrhage of the lungs, from which he rallied only enough to be removed to Newark, where, after lingering a few months, he died, July 11, 1866.

REV. PETER SMEALLIE, A. M., was a native of Princetown, Schenectady county, and a graduate of Union College in 1853. He immediately went to the State of Mississippi and engaged in teaching for one year. He afterwards took charge of the academy at Johnstown, in this State, where he labored faithfully and with

success for ten years. In the fall of 1864, he became principal of the Andes Collegiate Institute. Under his management this institution immediately revived and soon took its place among the most prosperous schools in that section of the State, more than two hundred students being in attendance at the time of his death. This occurred on the 4th of February, 1867, from congestion of the brain, after an illness of only twenty-four hours. He had met with his students on Sabbath evening for prayer, according to his custom, and had earnestly spoken to them of the value of the soul, the shortness of time, and the importance of preparation for sudden death. This was his last earthly work, and at nearly the same hour the next day he went to his reward. Although his energies were mainly devoted to teaching, he had also entered upon the work of the Gospel ministry, and had been largely useful in promoting the spiritual as well as the mental welfare of his pupils.

REV. BUEL A. SMITH, A. M., was at the time of his death, early in 1867, the principal of the Union Academy of Belleville, which enjoyed a large patronage during his administration. He was very active and energetic in his labors in that institution, until he was attacked with a cancerous disease, which progressed with great rapidity to a fatal termination. He visited the office of the Regents on his return from New York, whither he had been for medical advice, and where he had been assured that he could live but a short time. He expressed his entire acquiescence in the divine will in regard to this event, and calmly bade a final farewell as he started home to die. The next intelligence from that locality announced his decease.

MISS MARIETTA INGHAM was born in Saybrook, Conn., in the year 1800, and died at Le Roy in June, 1867. She early became desirous of promoting the cause of education, and engaged with great zeal in the training of a brother and her younger sisters, one of whom is the present Mrs. Emily E. Staunton, of the Ingham University. In the year 1835 she founded a school which was incorporated in 1852 as the Ingham Collegiate Institute, and which received a University charter from the Legislature in 1857. Though herself educated to but a limited extent, and possessed of a fragile physical organization, by her sagacity, energy, great executive ability and abiding trust in Providence, she conducted the affairs of the institution which she had founded, through all its vicissi-

tudes, with marked success, and bequeathed it to the cause of education as a rich inheritance, memorable for its past usefulness, and with abundant promise for the future. -

REV. GEORGE KERR, LL. D., was born in or about the year 1815, in the northern part of Ireland, of Scottish ancestry. When he was nine years of age, his family emigrated to Canada, whence they removed first to Plattsburgh, then to Windham, and finally to Hunter, Greene county, in this State. Under the advice and encouragement of a few friends who took an interest in his welfare, he prepared to enter college, with a view of engaging in the work of the Gospel ministry. In 1835, he entered Williams College, and by the most rigid economy, he managed to graduate without any loss of time, at the head of his class. After graduating, he spent a year in teaching to get means to prosecute his professional studies. Having completed the course at the Union Theological Seminary in New York city, he preached a year in a rural parish in Schoharie county. In 1844, he accepted the charge of the Delaware Literary Institute, at Franklin, where he remained sixteen years. In 1860, he became professor of mathematics in the N. Y. State Agricultural College, at Ovid, and continued there until the closing of that college. He then spent two years as principal of the Jefferson County Institute, at Watertown, and the next two years at the Cooperstown Seminary. He had closed his labors there and was preparing to go again to Franklin, whither some twenty of his pupils had preceded him to finish their preparatory course for college under his private instruction, when he was suddenly prostrated by a lung disease, of which he died on the 27th of February, 1867, at the age of fifty-two years. He was buried at Franklin, greatly lamented by the community in whose midst he had spent the strength and vigor of his life. He was a very enthusiastic and successful teacher. Though impulsive and ardent, there was in his nature a child-like simplicity and a gentleness of spirit which won the confidence of all who knew him. His death cast a deep and general gloom over the community at Franklin, where he had endeared himself by his unceasing benevolence and where he had long been the light and life of both intellectual and social circles.



MONROE WEED, A. M.—Of the world's workers, so few labor with a pure purpose, a well-directed effort, and a tireless energy, that their decease should not pass without commemorative notice. Such was MONROE WEED, who died at Fisherville, New Hampshire, June 28th, 1867, at fifty years of age. Born near Sackett's Harbor, N. Y., January 18th, 1817, he was the second of thirteen children, of whom but two survive him. The love of truth and the principles of integrity for which among his friends he was distinguished, he always attributed to the early training of Christian parents, and especially to the pious instruction of his devoted mother. His reverence for his parents was not only shown by liberal contributions for their comfort, but one of his last acts was a journey to their residence in Ohio, to arrange for them a pleasant home in their declining years. From early childhood to mature manhood, he struggled with poverty. Such obstacles as few encounter, he overcame in fitting himself, by dearly-bought education, for his life-work. In his own journal he writes: "I have not gained a college degree without many a hard struggle. In my long labor for an education, I was helped but little. Few, save the poor, feel for the poor. I am the stronger, in some respects, for toiling alone." Not quite alone and friendless, though, for he has told us of a good man, in another county, who had in some way heard of his poverty, and who proposed, on certain conditions, to meet, in part, his expenses: to make himself known to this friend, and to acknowledge his kindness, he walked, going and returning, 150 miles, in severe winter weather. He commenced teaching in the district school at an early age, and while his education was yet very limited. Alternating teaching with farm labor, he was finally enabled to commence academic study at Alexander, N. Y. From this period to his graduation from college, much of his time was taken from study and given to outside labor, to supply his scanty resources. In 1838, he became a student at Middlebury Academy, Wyoming, where he remained, with some interruptions, until 1841, when he entered Madison University. After a year at college, he accepted the position of tutor at Middlebury, where he remained more than a year; again returning to his studies with increasing zeal, he graduated in 1846. Not only were his resources eked out by "private classes" in college, but a part of the time he acted as associate teacher in Hamilton Academy, then under the supervision of Prof. Zenas Morse—whom, in 1847, he succeeded as principal, and whose daughter he afterward married. In 1851 he removed to

Le Roy, and in 1852 he took charge of Middlebury Academy, which he conducted with rare success for nearly fifteen years. In the summer of 1866, he accepted the earnest solicitations of the founders of an academy in Fisherville, N. H., to become its head, to which place he removed in October. While the new enterprise prospered under his skillful hand, and its friends felt that, with his direction, a bright future awaited it, he, on whom so many hopes depended, was smitten with fever and passed away to the Christian's home, in the meridian of his usefulness.

Mr. Weed stood in the front rank of his profession. Very few could teach so much in an hour, or a year, as he; and his pupils who entered other and higher schools found that, with his assistance, they had built a foundation broad and compact as truth itself. Mr. Weed's success was the result of a life of the most earnest and untiring devotion to his profession. He gave it no divided attention—no half-measure of affection. If, as has been said, genius is only great patience and thorough painstaking, then he had a genius for teaching. Distinguished less for brilliancy of gifts than for intense application and great tenacity of mind, his culture was in no respect superficial, but wide, and deep, and thorough in whatever he undertook to learn. His methods of teaching and plan of school government were characterized by an earnest spirit, a perfect system, and a practical knowledge of the needs of the young mind, that compelled success. As showing his earnestness and force of character, these are a few of his favorite mottoes: "Not how much, but how well." "If we honor our profession, it will honor us." "The teacher teaches, wherever he is." "Energy is omnipotent; without energy, what is man?" "The teacher is like a candle, which lights others while consuming itself." "God buries his workmen, but the work goes on." Himself a living and devoted Christian, he deemed the character sadly incomplete without piety, and lent his influence, in all proper ways, to recommend and encourage it. In the Sunday school he was an instructor of rare excellence, and for many years a most efficient superintendent. Nor did he allow his profession to shut him out from the cheerful and liberal performance of all his duties as a citizen. Indeed, his time, and pen, and purse, were unfailing aids in every good work.

As an accomplished teacher, zealous Christian, faithful citizen and earnest worker for the right, his loss will be sincerely lamented, and his example will leaven the lives of all who knew him.



REV. WILLIAM COLEGROVE KENYON, A. M., was born in Hopkinton, R. I., October 14, 1812. His early lot was one of poverty and hardship, he having been "bound out" at five years of age, and having no early advantages for education except such schooling as he might get in the winter season, doing "chores" night and morning and working one day in the week for his board. His aspirations were first awakened by one Deacon BARCOCK, who, benignly laying his hand upon the boy's head, assured him that "he could make a man." At the age of nineteen he bought his time and commenced learning the trade of machinist, with which he combined assiduous study in the shop, while working with the lathe and file. In this way he acquired a meagre preparation for Union College, which he entered in 1836. During the period of his nominal connection with the college, he was much engaged in the prosecution of his trade and in teaching. In the spring of 1839, he accepted an invitation to take charge of a school at Alfred, in the midst of a field then comparatively unoccupied by institutions of learning. He continued to prosecute his college studies in connection with his labors in teaching, but never graduated, though the honorary degree of Master of Arts was conferred upon him in 1844, by Union College. In 1843, the school with which he was connected had grown from a few students in a small room to more than two hundred, with three additional buildings and a fund of ten thousand dollars, and received an academic charter from the Regents of the University. During the year 1847-8, four hundred and fifty-five pupils were in attendance. In 1857, the Legislature granted a University charter, and Professor KENYON was elected president. In 1865, he retired for a time from active connection with the institution. After resuming his post, illness compelled him to seek medical aid, rest and foreign travel. He had spent some time abroad and was returning home from the continent of Europe, when his decease occurred at London, June 7, 1867.

In President KENYON's estimation, it was "worthy of a true and noble ambition to build seminaries and colleges and fill them with young men and women who, properly trained, might go forth to exert an influence as lasting as time." He sometimes said that the noblest inscription he could have for his tombstone would be that as a teacher he had been good at drill, and had secured mental concentration, steadiness of mental nerve and eye, and steadfastness of purpose, leading to an appreciation of life's opportunities and

responsibilities. Centering all the energies of his being on the definite end to be accomplished, and working towards it with persevering toil, he succeeded to a degree which few men in his circumstances would have realized. The neglected boy, trained by necessity to self-reliance, was enabled by his indomitable will and untiring energy to work out his great mission as a pioneer teacher and as the founder of a large and prosperous institution of learning. In all hours of misfortune, of doubt and despondency, he had faith that amounted to assurance, and rising from the ashes of frustrated or blighted prospects, and letting "the dead past bury its dead," he used all failures as stepping stones to higher effort and nobler achievement. His was one of the truest and noblest of natures, and his very faults were his virtues intensified, leaping beyond bounds. If he descended like a thunderbolt upon the stupid and the lazy, the frivolous or the rowdy, the earnest seeker after knowledge, the hard worker and the needy found in him the gentleness of the dews of Hermon, the sacrifice and help of a father. To him life was a fiery battle, and his voice ever rung out to the young as the shout of a leader tried and true. Ever riding earnestly, even furiously ahead amid flame and smoke, he had words of cheer for those that would spur up to his side or press hard after, but woe to the laggard or the coward. As the fruit of his tireless energy and perseverance, he left behind him an accumulation of buildings and other property of the University worth some fifty thousand dollars,—an outgrowth of toil and sweat and struggle,—and five thousand young men and women who as pupils came under his influence, and to whom, as to all, his forgetfulness of self, and his many positive excellencies, should serve as an inspiring example.











